Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: PERFORMANCE CONSERVATORY HIGH SCHOOL

12X262 (DISTRICT 12/BRONX/12X262

PRINCIPAL: EULYNIS MATTHIAS-FRIDIE EMAIL:

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eulynis Matthias-Fridie	*Principal or Designee	
Jared Achieng	*UFT Chapter Leader or Designee	
Jeaninna McCormick	*PA/PTA President or Designated Co-President	
Lillian Nieves	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Suzy Baptiste	Member/	
Andrew Rabin	Member/	
Latica Greer	Member/	
Luz Lopez	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To provide multiple opportunities for all students across all cohorts to accumulate credits during the 2012 – 2013 school year.

Comprehensive needs assessment

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

Because we are a phase-out school, we did not have incoming students in the 2011-2012 school year. Based on the 2011–2012 Progress Report, 50.0% of students earned 10+ credits in their 2nd year and 33.3% earned 10+ in their 3rd year. In the first category, the percentage of students earning 10+ credits increased by 8.5%, while in the second category the percentage of students earning 10+ credits decreased by 5.5%

For the 1st year there were no new students. For the second year, there was an increase of 8.5%. For the third year there was a decrease of 5.5%.

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) 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.

While adhering to academic policy, the school has developed different entry point as a means for students to earn credits. For example, credit recovery includes a web-base program, such as Aventa, Summer School, and Independent Study or courses during the school day. At risk-students are identified by the guidance counselors and are required to participate in during and after the regular school day. Teachers receiving professional development from a Transitional First Network, Classlinks, Aussies to improve instructional strategies. Teachers have opportunities to collaborate and share best practices. All students were received instruction on how analyzing their transcripts and identifying the academic requirements necessary to graduate. Guidance Counselors provided students with college and career readiness skills and support.

To ensure this goal is realized, the school will ensure that **systems are in place to support positive outcomes** for all students across all cohorts up to and **including** the following:

Curriculum and Instruction:

- Teachers will administer uniform assessments and periodic assessments to identify student needs and to plan for improvement accordingly.
- Instruction will be differentiated across all content areas to meet the instructional needs of all students .
- Teachers will work in collaborative groups to plan scaffolded and targeted instruction to meet the needs of ELL and Special Education students as well as other students performing in the lowest one-third .
- Articulation sessions will be scheduled to ensure teachers working with students in extended learning experiences will have " Built-in" time to meet with subject area teachers.
- Establish a biweekly assessment structure which will allow students to receive frequent and consistent feedback around their improvement and acquisition of new content and skills.

Development of Staff:

- Professional Development on interpreting data to differentiate instruction.
- Support and coaching will be provided to teachers in planning targeted and focused instruction to meet the needs of individual students.

Use of Resources:

- Allocate resources to support extended learning experiences and classroom materials;
- Utilize Aventa Online Program to accelerate credit accumulation for students who are under-credited;
- Utilize NYU National College Advising Corp to provide college and career readiness skills/materials;

Personal Leadership:

- Organize a structure to monitor student progress;
- Engage parents and students in the development of a self-monitoring plan;
- Increase visibility in classrooms and create systems to support at-risk students.

Timeline: September 2012 – August 2013

Strategies to increase parental involvement

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Performance Conservatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

School Responsibilities

Performance Conservatory High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:
1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.

4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This school is currently in its first of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school is focusing on Respect for All and has actively led a campaign on making the school a safe haven.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff professional development [AUSSIE] $1,175/day—60 days total [funded through Title I]

- Two staff developers [literacy & math differentiated instructional practices]

Staff professional development [ClassLink] $1,500/day—60 sessions [funded through Tax Levy]

- One staff developer [aligning curriculum and instruction]

Monthly professional development to present school-wide and department data
Weekly professional development to present Inquiry data
Per session Data Specialist [Title I]
Credit recovery program [Aventa] $6,000—20 site licenses [funded through Title I]

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

The school will focus on improving attendance by establishing systems to enhance attendance policies and procedures.

Comprehensive needs assessment

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

In 2010-2011our attendance rate was 74.5%, and in 2011-2012 our attendance rate was 62.1%. The decline in attendance was 12.4%.

Timeline: September 2012 – August 2013

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) 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.

All classroom teachers will implement a plan for attendance tracking for 75% of students with attendance average of 70% or better on register. In addition, the plan will be supported by support staff, i.e. Assistant Principals, Attendance Teacher, Guidance Counselors and School Aides, etc.

The Action Plan will incorporate the following:
Use of Data:
-Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade
-Use attendance teachers to track data
-Analyze student attendance to come to agreement on strategies to be implemented
-Make data public throughout community
-Update blue cards on a bi-annual basis

Curriculum and Instruction:
-Parent outreach and workshops;
-support of engaging curriculum and well planned instruction;
-Integration of the arts into daily planning and school scheduling.

Development of Staff:
-Parent Coordinator, attendance teacher, guidance counselor receive professional development on school's attendance policy and procedure
-Support classroom teachers by sharing classroom level strategies to increase attendance.
-Support for teachers in creating lessons that are engaging and geared for the Twenty First Century.

Use of Resources:
- Assistant Principals, Parent Coordinator, attendance teacher, guidance counselors, school aides, school-wide incentives, i.e., celebrations, awards, trips, etc…

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Performance Conservatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

School Responsibilities (PCHS) will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
   Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This school is currently in its first of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school is focusing on Respect for All and has actively led a campaign on making the school a safe haven.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding for substitutes or coverages by teachers through Tax Levy
Teacher release time paid for through Tax Levy
Assistant Principal funded through Title I
Inquiry Team funded through Title I
Attendance Outreach [DC 37 Para] funded through Title I

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Annual Goal #3

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

PCHS will focus on improving the percentage of students earning a 65+ on the NYS Math Regents with a concentration on students with disabilities. By August 2013, the percentage of SWD passing the Math Regents with a 65+ will increase by a minimum of 2% for Class of 2013 when comparing it with Class of 2012.

Comprehensive needs assessment

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

The Weighted Regents Pass Rate in 2010-2011 was .53, and in 2011-2012 it was .852. The increase was .32.

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) 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.

The Action Plan will incorporate the following:
Use of Data:
-Collect, record, analyze and document attendance on a daily, weekly and monthly basis for each student, class and grade
-Use attendance teachers to track data\
-Analyze student attendance to come to agreement on strategies to be implemented
-Make data public throughout community
-Utilize monthly Teacher Professional Development and Staff Meetings to analyze data, and develop action plans for targeted students.
-Use Periodic Assessment data to both create targeted interventions as well as schoolwide instructional shifts through professional development.
-Data Specialist will support departments in utilizing the Data Tool/Aris in order to analyze and track data from June 2011, August 2011,

and January 2012 Regents results to determine patterns and support action planning throughout the year.
-Utilize Case Conferencing as a tool for Guidance Counselors, teachers, and administrators, to discuss specific skills and goals

Curriculum and Instruction:
-Parent outreach and workshops;
-support of engaging curriculum and well planned instruction;
-Integration of the arts into daily planning and school scheduling.
-Teachers submit weekly outlines of their lesson plans to the Aussie/Classlink Coaches for feedback at the beginning of each week.

Development of Staff:
-Parent Coordinator, attendance teacher, guidance counselor receive professional development on school's attendance policy and procedure
-Support classroom teachers by sharing classroom level strategies to increase attendance.
-Support for teachers in creating lessons that are engaging and geared for the Twenty First Century.
-Create leadership positions within departments in order to enhance development of goals, setting learning targets, and teacher collaboration,

Use of Resources:
- Assistant Principals, Parent Coordinator, attendance teacher, guidance counselors, school aides, school-wide incentives, i.e., celebrations, awards, trips, etc…

Timeline: September 2012 – August 2013

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This school is currently in its second of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school is focusing on Respect for All and has actively led a campaign on making the school a safe haven.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff professional development [AUSSIE] $1,175/day—60 days total [funded through Title I]

- Two staff developers [literacy & math differentiated instructional practices/effective lesson planning]

Staff professional development [ClassLink] $1,500/day—60 sessions [funded through Tax Levy]

- One staff developer [aligning curriculum and instruction]
- Monthly professional development to present school-wide and department data
- Weekly professional development to present Inquiry data

Per session Data Specialist [Title I]
Credit recovery program [Aventa] $6,000—20 site licenses [funded through Title I]

Service and program coordination

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- Monthly professional development to present school-wide and department data
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Per session Data Specialist [Title I]
Credit recovery program [Aventa] $6,000—20 site licenses [funded through Title I]

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

85% of the Class of 2013 who attend school regularly will be provided with career and college readiness skills that will positively impact our graduation rate by August 2013.

Comprehensive needs assessment

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

Based on the 2011-2012 Progress Report, the percentage of students earning 10+ credits increased by 1.5% compared to the 2010-2011 Progress Report, while for the 'at-risk' students of the bottom third we have seen an increase of 5.7%. The system changes that yielded this data directly impacted our four-year graduation rate, reducing it by 1.5%, from 46.65% in 2010-11 to 45.15% in 2011-12.

The school's six-year graduation rate in 2011-2012 also leaves room for improvement as we find that 61.2% achieved graduation which is still below the citywide average.

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) 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.

Our action plan for raising the graduation rate includes a focus on the Regents passing rate and credit accumulation. We have identified all students in the 2013 cohort and will have created individualized plans for each student by mid-term fall 2012. Students in danger of failing to graduate will be assigned to an Inquiry Team consisting of the students, their teachers, guidance counselors, and administrators who will meet regularly to plan for student success, to motivate the students, assess progress, and adapt/adjust strategies as necessary to support student graduation. Each student has received a copy his/her individualized data report with target dates for Regents testing and a program schedule that includes credit recovery classes, and possibly independent study projects that will allow the student to makeup missing credits. Each student's schedule will be reassessed in December, 2012, and adjusted for the Spring semester [February 2013] as needed to keep the student on track for graduation by June, 2013.

We have programmed at-risk students into credit recovery and/or Regents preparation classes on an as-needed basis. Individualized plans, which will be created in collaboration with guidance, teachers and students, will identify a timeline for credit accumulation and a Regents schedule that will allow the student to graduate in June or August, 2013.

Guidance Counselors and College Advisor will collaborate to provide the students with the following support: Individual counseling and small group counseling; college tours; financial aid workshops; and establishing individual goals and student contracts.

Timeline: September 2012 – August 2013

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Performance Conservatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

School Responsibilities (PCHS) will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.

2. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Make sure that homework is completed.
3. Monitor the amount of television our children watch.
4. Volunteer in my child's school.
5. Participate as appropriate, in decisions relating to my children's education.
6. Promote positive use of my child's extracurricular time.
7. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This school is currently in its first of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school is focusing on Respect for All and has actively led a campaign on making the school a safe haven.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Inquiry Team [funded through Title I]
Weekly professional development to present Inquiry data
Weekly guidance meetings to address attendance issues [funded through Tax Levy]
Monthly professional development to present school-wide and department data
Weekly professional development to present Inquiry data
Per session Data Specialist [Title I]
Credit recovery program [Aventa] $6,000—20 site licenses [funded through Title I]

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By August 2013, 85% of PCHS's students across all cohorts with 75% attendance or better will pass their ELA classes.

Comprehensive needs assessment

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

In 2010-11, 32.0% of students taking the ELA Regents scored 75 or higher, whereas in the 2011-12 school year, 21.6% of students scored that level of proficiency. This is a decrease of 10.4%.

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) 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.

Professional Development will be given in the areas of using the interim assessment, rubrics for evaluation of student products, use of student data for goal setting, and differentiation of instruction facilitated by data. Professional development will be facilitated by staff developers through hands-on activities and student case studies.
The school Instructional team members will train teachers in the use of student data. This will include cross curriculum data focusing on SWD and ELL/at risk students, the monitoring of student progress, initial goals for students in ELA, midterm assessment of progress and follow-up assessments.

Teachers will share, during professional development periods, student progress based on the triangulation using a variety of the following data sources: interim assessment, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators and peers will visit classrooms to observe and give constructive feedback.

Critical reading is a priority as we work to create a "culture of readers." Selection of high-interest literature and relevant, real-world texts will help to engage and sustain student interest in reading. In support of at-risk students, the school will incorporate Achieve 3000, which is a reading program designed to improve student reading comprehension skills. Students will be prepared to take the English Regents Exam at the end of the 11th grade. Small group tutorials, one-on-one instruction, ELA Regents Review curriculum will be followed to prepare 11th graders to take the ELA Regents. 12th graders will be enrolled in the online Advance Placement courses/or enrolled in Mercy/or Hostos Community College courses, which these college courses will prepare students for college entrance exams, including application process, college essay, and the financial aid process.

Timeline: September 2012 – August 2013

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Performance Conservatory High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

School Responsibilities

Performance Conservatory High School will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Curriculum Maps and Units of Instructions are based on NYS Learning Standards and NYS Student Academic Standards.
15. Hold parent-teacher conferences (Fall, Spring) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held twice a year during parent-teacher conference and as needed
16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: regular marking period report cards, students' transcripts and periodic teachers' letters.
17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at each school wide conferences and as needed.
18. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Teachers will invite parents to visit their classes.
19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
20. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
24. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
26. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

<u>Parent Responsibilities</u>

We, as parents, will support our children's learning in the following ways:

8. Monitoring attendance.
9. Make sure that homework is completed.
10. Monitor the amount of television our children watch.
11. Volunteer in my child's school.
12. Participate as appropriate, in decisions relating to my children's education.

13. Promote positive use of my child's extracurricular time.
14. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- **Strategies for attracting Highly Qualified Teachers (HQT)** Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This school is currently in its second of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school is focusing on Respect for All and has actively led a campaign on making the school a safe haven.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff professional development [AUSSIE] $1,175/day—60 days total [funded through Title I & Title III LEP]

- Two staff developers [literacy & math differentiated instructional practices with an emphasis on ELL strategies]

Staff professional development [ClassLink] $1,500/day—60 sessions [funded through Tax Levy & Title III]

- One staff developer [aligning curriculum and instruction for ELL students]

Monthly professional development to present school-wide and department data
Weekly professional development to present Inquiry data
Per session Data Specialist [Title I]
Credit recovery program [Aventa] $6,000—20 site licenses [funded through Title I]

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.
Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	6	10	7	11	13	2	1	0
11	20	20	23	31	47	11	0	0
12	11	12	16	24	23	5	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided after the school day for 37.5 minutes three times each week. In addition to this small group tutoring, students are given the opportunity to enrolled in PM school for supplemental support, which provide instruction in ELA on Mondays and Math on Wednesdays.
Mathematics	Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37.5 minutes three times each week. In addition to this small group tutoring students who need to recover academic credits are enrolled in PM school for supplemental support, which provide instruction in ELA on Mondays and Math on Wednesdays.
Science	Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37.5 minutes three times each week.
Social Studies	Each student who is receiving AIS services is enrolled in a small group tutoring with a content area teacher provided before the school day for 37.5 minutes three times each week.
At-risk Services provided by the Guidance Counselor	Small group and 1:1 counseling sessions are provided to these students.
At-risk Services provided by the School Psychologist	**N/A**

At-risk Services provided by the Social Worker	Small group and 1:1 counseling sessions are provided to these students
At-risk Health-related Services	**N/A**

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

This school is currently in its second of a three year phase out plan. Therefore, at the end of each year, there is the expectation that the school will be excessing personnel. In the event there are vacancies, administration will contact Human Resources, attend job fairs, and search the Open Market portal to identify HQT to fill those vacancies.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jose Luiz/Steven Cherinigoff	District 12	Borough Bronx	School Number 262
School Name Performance Conservatory High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Eulynis Matthias Fridie	Assistant Principal Stan Savant
Coach N/A	Coach N/A
ESL Teacher Kyunghe Jeung	Guidance Counselor Catherine McMorrow
Teacher/Subject Area Robyn Burland/English	Parent N/A
Teacher/Subject Area Cleo Young/Special Ed	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader Steven Cherinigoff	Other N/A

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	0
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	267	Total Number of ELLs	22	ELLs as share of total student population (%)	8.24%

Part II: ELL Identification Process

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

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

1. It is important to identify LEP students immediately so that they can be programmed according to their needs. The parent or guardian of each newly admitted child must complete the Home Language Identification Survey used to determine the language spoken at the child's home and the child's educational history. Only a licensed pedagogue can conduct an interview with the parent, and translation and interpretation must be offered when requested with help from either pre-selected school staff or by telephone from the interpretation unit. If a parent responds that a language other than English is spoken to at least 3 questions in part 1 of the HLIS and 3 questions in part 2, Kyunghe Jeung, the ESL coordinator (a certified ESL teacher) conducts an oral interview with the child in English and in the native language in order to determine English fluency. Once a student is determined to be LEP, the ESL coordinator must administer the LAB-R and the SIFE diagnostic test within 10 days. If a student scores below proficiency, the student is an ELL. If the student is Spanish-speaking, the coordinator administers the Spanish LAB. The results of these tests can be determined immediately. The test is then packaged and sent to the ISC at 1 Fordham Plaza. The student's proficiency level determines the scheduling. If the student is a beginner, he or she will have 540 minutes of ESL per week. Intermediate ELLs get 360 minutes of ESL per week and Advanced ELLs students get 180 minutes per week. Every year, the ESL licensed BESIS coordinator reviews students' NYSESLAT eligibility in ATS and eligible students are scheduled to be tested in April and May. ELL parents are informed of NYSESLAT administration dates. Kyunghe Jeung, the ESL coordinator (a certified ESL teacher) announces the NYSESLAT testing dates on the school bulletin board as well as other logical places. On testing day, the ESL teacher takes steps to ensure that the four components of NYSESLAT are administered in compliance with test regulations. If a student continues to score below proficiency based on the annual assessment (NYSESLAT), he or she will continue to receive services.

2. The school has structures in place to ensure that parents understand all three program choices. In order to inform parents of the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), Kyunghe Jeung, the ESL coordinator (a certified ESL teacher) meets with the parents with a bilingual guidance counselor. The school does not tell parents that it offers only Freestanding ESL, prior to the parents making a program selection. Parents are told the basics of the identification process for ELLs, shown the orientation video, and told that the school now offers Freestanding ESL. The ESL teacher also informs parents who have previously chosen a TBE/DL program that they will be notified when the program becomes available and keeps those communication channels open. Any subsequent questions parents might have are directed to the ESL teacher. Parents then complete and sign the Parent Choice Form. The teacher provides parents with her contact information and encourages parents to communicate with her and a bilingual guidance counselor regularly.

3. If a student does not score proficient on the LAB-R, an entitlement letter is sent home to notify the parents that the child is entitled to ESL programs. To ensure that all the ELL parents complete important documents, such as the Parent Survey and Program Selection form, the ESL teacher stays in communication with the parents by phone as well as scheduling regular parent-teacher meetings.

4. Once a student's LEP status and proficiency level has been determined, the ESL teacher will meet with the guidance counselor to arrange a schedule that will allow for the required number of minutes of ESL in the particular courses. The student will be required to stay on track to graduate on time. The ESL teacher will sent a placement letter and an entitlement letter to the parents and keep all

the records. The ESL teacher also speaks with parents about what grade the child was in before moving to New York City and asks if they have transcripts for us to keep on record. The ESL teacher also informs parents who have previously chosen a TBE/DL program that they will be notified when the program becomes available and keeps those communication channels open.

5. We have had seven newcomer ELLs in the past 3 years. Five parents chose ESL for their children and two parents chose bilingual education.

6. Yes, the ESL program model is aligned with parent requests. Our freestanding ESL program is the trend in program choice by parents. These parents opted-out of a Dual Language and Transitional Bilingual Programs on the Parent Choice 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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained											2	2	2	**6**
Push-In											3	3	3	**9**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**5**	**5**	**15**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	**Newcomers (ELLs receiving service 0-3 years)**	7	**Special Education**	8
SIFE	2	**ELLs receiving service 4-6 years**	5	**Long-Term (completed 6 years)**	10

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	7	1	0	5	1	2	10	0	6	22
Total	**7**	**1**	**0**	**5**	**1**	**2**	**10**	**0**	**6**	22
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														**0**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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											10	7	5	22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	10	7	5	22

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Our instruction is delivered according to both the self-contained and push-in models. The ESL teacher meets regularly with the content area teachers to collaboratively plan units and lessons. The ESL teacher pushes-in to content area classes, such as English and Social Studies, to help ELLs learn the content and skills they need to pass the Regents Exams. During these push-in classes, ELLs are usually grouped heterogeneously with non-ELLs. They are sometimes pulled out for more one-on-one instruction that is consistent with what is taking place in the larger classes. ELL student schedules are designed so that ELLs do not end up traveling together as a group. The one period of pull-out ESL is ungraded and includes students that represent the full range of proficiency levels as well as grade levels.

2. Our guidance counselors work closely with the ESL teacher to make sure that students are programmed according to the mandated number of minutes of ESL instruction per week. Both of our guidance counselors know and understand the state mandates regarding student entitlement to English language support and the importance of meeting state mandates by programming students according to their proficiency level. The guidance counselors maintain close communication with the ESL teacher regarding any issues pertaining to any particular ELL throughout the school year. If the student is a beginner, he or she will have 540 minutes of ESL per week. Intermediate ELLs get 360 minutes of ESL per week and Advanced ELLs students get 180 minutes per week. The ESL teacher has 15 students for each class. Based on the annual assessment (NYSESLAT), if a student continues to score below proficiency, he or she will continue to receive services.

a. In the push-in class, explicit ELA and ESL instruction is delivered during one 45 minute period per day, Monday through Friday. ELLs in the ESL program receive a great number of ESL minutes than they are mandated to receive by law. New York State ESL and ELA standards along with Common Core state standards are what drive unit and lesson plans. The focus is on building literacy skills and writing skills in particular.

3. Freestanding ESL programs provide instruction in English with native language support, focusing on English language acquisition. The certified ESL teacher provides support to ELLs during content instruction working with regular classroom teachers mainly through push-in instruction. Careful planning between the ESL teacher and the content area teachers is essential to the success of the push-in model. Both teachers have agreed on formal meeting times in which the week ahead is planned jointly. They work together to find ways of scaffolding and reinforcing content to make it more comprehensible to ELLs. Some texts are written in both English and Spanish. Sheltered English, coupled with other scaffolding methods, are used in each program. At other times, teachers use alternate versions of the same text, along with the content glossaries, to increase student comprehension. Lastly, many texts are annotated with vocabulary support. ELLs are sometimes given more time on tests and quizzes. One student requires a lot of translation and one-on-one tutoring which the ESL teacher provides. There is a big emphasis on building vocabulary and language acquisition.

4. ELLs are appropriately evaluated in their native languages with help from either pre-selected school staff or by telephone from the interpretation unit. To comply with Chancellor's Regulation A-663, the school ensures that Ells and their parents are provided with

appropriate and sufficient information in a language they can understand, which is Spanish in our school. Only a licensed pedagogue can conduct an interview to determine the home language of a child, and translation and interpretation must be offered when requested. A bilingual school aide proceed with an oral interview in English or in Spanish with Kyunghe Jeung, an ESL licensed teacher and BESIS Coordinator. Once a student is determined to be LEP, the ESL coordinator must administer the LAB-R within 10 days. If a student scores below proficiency, the student is an ELL. If the student is Spanish-speaking, the coordinator (a certified ESL teacher) administers the Spanish LAB. The results of these tests can be determined immediately. The test is then packaged and sent to the ISC at 1 Fordham Plaza. Spanish is the only language spoken by ELLs at our school.

5. It is important to differentiate instruction among subgroups of ELLs in order to maintain academic rigor. In order to differentiate, it's important to have a thorough understanding of the data at hand. The ESL teacher regularly references student IEPs, student transcripts, and records which are easily accessible on ARIS, as well as data on ATS reports. All of this data, combined with more informal assessments help to inform teachers of the specific skills that ELLs need support in.

a. SIFE students receive one-on-one tutoring and academic mentoring with the ESL teacher.
They receive intervention during the school day as well as in after-school programs. They are also supported through the push-in model in their content area classes. These students are placed in homogeneous groups to grasp basic concepts, and in heterogeneous groups to learn from their peers. Teachers across all content areas scaffold lessons by using instructional strategies: activating schema, using visual aids, and diagramming. SIFE students also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages that appropriate to their comprehension level. The students' progress will be assessed each marking period in order to evaluate and revise interventions as appropriate.

b. Newcomers receive daily one-on-one tutoring with the ESL teacher because English language proficiency is required for a student to master extensive reading and comprehension skills. All newcomers have a rigorous curriculum that focuses on vocabulary building, broadening their use of written English by way of explicit grammar instruction, reading strategies, and building listening and speaking skills. They are also supported through the push-in model in their content area classes.

c. Although ELLs receiving 4-6 years of service still need to increase their vocabulary, they are distinct from newcomers in that they are fluent English speakers. These students have shown potential to progress and are generally very motivated academically. They all benefit from carefully planned pairing in their content area classes. Content area teachers are encouraged to pair ELLs with high achieving English speaking students. English-Spanish glossaries are also available to ELLs.

d. Long-term ELLs generally struggle the academics across content areas. They need more intensive and personalized attention from teachers to address their particular learning styles. The ESL teacher gathers information from various sources to learn what environment each student performs best in and works to create that both in ESL class and in content are classes. These students continue to need opportunities to learn and reinforce skills and content that they need to master in their core classes. Vocabulary building as well as skills such as note-taking and synthesizing ideas gleaned from the text is the focus of these long-term ELLs.

e. ELLs with IEPs are a special group because many of them were born in this country and speak English with native-like fluency. These students need vocabulary building as well as particular help with reading and writing skills. The ESL teacher communicates regularly with IEP teachers to understand the needs of each ESL student with an IEP. IEP teachers share best practices with the ESL teacher.

6. The ELL-SWDs receive intervention during the school day as well as in after-school programs. The school ensures that the ELL-SWDs receive all services mandated on their IEPs and ESL requirements by monitoring their schedule. Students will read and comprehend the selected passages appropriate to their levels by the end of the year, as measured by a valid curriculum-based measurement. Teachers across all content areas scaffold lessons by using instructional strategies: activating schema, using visual aids, and diagramming. To develop skills to support and improve comprehension of written material, students learn how to highlight and underline key words and ideas and refer to them. The ELL-SWDs also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages that appropriate to their comprehension and grade level.

7. The ELL-SWDs must master all four language skills. The ESL teacher helps their ELL-SWDs prepare for these skills by interweaving the vocabulary, concepts, and language functions of the content areas. To meet the requirements of the federal No Child Left Behind Act (NCLB), our curriculum set rigorous standards for student achievement in reading, math, and science, and test students using assessments that are aligned with state's academic content standards, which define what children must know and be able to do at each grade level. The ESL teacher, Special Ed teacher, and content-area teachers collaborate as they plan and provide instruction. This collaboration also enhances the ability of content-area teachers to apply specific language strategies that can make the content more comprehensible to the ELL-SWDs. The students' progress will be assessed each marking period in order to evaluate and revise interventions as appropriate.

Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language

100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. The targeted ELL subgroup is all ELL students whose NYSESLAT test scores "flat lined" or did not show improvement across modalities. There are a total of seven students in that subgroup. Many of these students have shown the potential to make gains in the past, but seem to have reached a plateau in their English language acquisition. The school offers a range of intervention services including the following:

- After school tutoring in Math, Social Studies, Science, and ELA along with native language support, which is Spanish in our school.
- Professional development on ELL strategies for content area teachers
-Inquiry teams examining the progress of ELLs
-Use of technology in instruction

9. ELLs who have scored proficient on the NYSESLAT test are still entitled to extended time on standardized tests. They are also entitled to bilingual glossaries and have the option of taking Regents Exams in their native language. They are informed of their entitlement to these provisions and so are all other teachers and staff who are involved in test administration.

10. ELLs are entitled to extended service to develop literacy skills in all subject areas. They also need to develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages. An after school program specifically for ELLs has been proposed. This program would provide tutoring, combined with activities geared toward boosting student engagement and stimulating intellectual curiosity. The ESL teacher plans to take students on at least two field trips during the course of the school year.

11. We will not be discontinuing any aspect of the ESL program.

12. ELLs are encouraged to join school dance and drama clubs and to participate in school activities offered to all the students. All ELLs have access to auditions for the dance team and drama club. All auditions are announced on the school bulletin board. They can also join a proposed guitar club or a community service club (run by the ESL teacher and a guidance counselor).

13. The ESL teacher uses PowerPoint and a SMART board during lesson deliver. When combined with an LCD projector, this program facilitates the use of audio/visual aids for every lesson. Many other content area teachers use the same system. Students often use computers to type essays for ESL and their other content area classes. The school's newly refurbished "technology center" has 19 computers that are available for student use daily.

14. Students are provided a maximum amount of native language support. Newcomers who are at the preproduction stage of English language acquisition are paired with strong students who are also bilingual. This has proven to be a mutually beneficial arrangement. Additionally, Spanish-English dictionaries and glossaries are provided to the students. Students are taught how to use these dictionaries.

15. Required services support ELLs' ages and grade levels because push-in ESL is done in content area classes (i.e. Global History, Math, and Science) assigned to ELLs based on their levels and ages.

16. Last year we had a freshman orientation for incoming 9th graders. This year we had a picnic for parents and 9th grade students. We also had an assembly orientation for incoming 9th grade students. This year we do not have newly enrolled ELL students.

17. Spanish is the only language class offered at our school.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional development is ongoing for all ELL personnel, including APs, subject area teachers, secretaries, and the parent coordinator. The ESL teacher and content area teachers attend training offered through NYCDOE, BETAC, and QTEL Institutes. School staff regularly discusses students' progress during Inquiry Team meetings every week. Staff development days are scheduled for November, January and November in 2911 and April in 2012. As part of the Children First network, our school receives support from an ELL specialist. This specialist regularly communicates and consults the ESL teacher. The ESL teacher and other content area teachers have had scheduled visits and observations from the ESL specialist from AUSSIE two days a week throughout the 2011-2012 school year. These observations include a post-observation, debriefing, and written summary of recommendations. The ESL teacher attended one professional development session offered by BETAC at Fordham University.

2. The ESL teacher meets regularly with other teachers to discuss ways of addressing the needs of incoming ELLs. She also facilitates testing accommodations, stages of second language acquisition, and analysis of ELL data. She participates in various schools' inquiry teams to support content area teachers' instruction of ELLs. Our school administration and guidance counselor provide information regarding upcoming ESL issues and support to the ESL teacher.

3. The ESL teacher and content area teachers will attend professional development sessions offered by NYCDOE, BETAC, and QTEL Institutes.. Content area teachers will attend the ELL academy staff development programs organized by the school administration and ESL teacher. The school secretary maintains documentation regarding staff's training in the school file as per Jose P.

E. Parental Involvement

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

1. The ESL teacher regularly communicates with parents. If a child is absent from school for two or more days, the ESL teacher and parent coordinators calls the house to speak with the parent. Parents are also invited to participate in school trips and parent orientation. Written invitations to attend the orientation sessions are sent to each parent. To comply with Chancellor's Regulation A-663, the school ensures that all parents are provided with appropriate and sufficient information in a language they can understand, which is Spanish in our school.
2. Our school does not currently partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Our school evaluates the ongoing needs of ELL parents by maintaining regular communication with them. The parent coordinator keeps monitoring students' and parents' needs and informs school staff and the ESL teacher. Their needs are addressed as they arise by providing translation and interpretation service. Periodic meetings with parents are held to address the needs of students and parents of ELLs.
4. The needs of parents are considered to be very important to us. Parents are encouraged to communicate their concerns during meetings and informal phone conversations.

Strong bonds between parents and school staff will help students stay on track to graduate. In order to build on those relationships, we will offer two workshop sessions for parents/guardians and families of ELLs on two Saturday mornings beginning in February, 2012. Metro cards and refreshments and snacks will be given to parents who attend; this will be purchased with Title III funds. The first workshop will be led by the Parent Coordinator, a Guidance Counselor and the ESL teacher. The second workshop will be led by the ESL teacher alone. Parents will be notified of these workshops by letter.

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1	5	0	6
Intermediate(I)											8	3	3	14
Advanced (A)											1	0	1	2
Total	0	0	0	0	0	0	0	0	0	0	10	8	4	22

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	10		0	
Integrated Algebra	4	5	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	1	0	0
Physics				
Global History and Geography	7	1	0	0
US History and Government	3	1	1	0
Foreign Language		3		2
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.

1. N/A

2. The data patterns across proficiency levels reveal that our ELLs represent a wide range of proficiency levels. While some of our ELLs have been able to make significant gains in test scores others have not shown considerable improvement.

3. The breakdown of NYSESLAT test scores into the four modalities allows for careful planning according to individual student needs. An analysis of the 2011 NYSESLAT results revealed that most of our students scored at the intermediate level while the newcomers scored at the beginning level. Students that scored high on the listening and speaking sections of the NYSESLAT do not always score high on the reading and writing sections. Understanding how students perform across the four modalities helps us to plan lessons accordingly.

4. a. Typically, ELLs perform higher on the listening and speaking part of the test than the reading and writing. An analysis of the 2010-2011 NYSESLAT results revealed that more tenth graders performed at the beginning level while the eleventh and twelfth graders performed at the intermediate and advanced levels. Most of the tenth graders who scored at advanced levels came from junior high schools and have been in the country for some time. It is clear that the majority of the tenth graders that are at the beginning level did poorly in listening and speaking mostly due to the fact that they are new to the country and some are actually SIFE. Therefore, the instructional planning will focus more on developing the listening and speaking skills at the beginning levels, whereas the intermediate and advanced levels instruction will focus on reading and writing. Students who score high on the NYSESLAT also tend to pass or come close to passing Regents Exams.

b. The ELL Periodic Assessments are an important source of data which drive instruction. The results of this test are a good indicator of how students are likely to perform on upcoming State tests. The Periodic Assessment results can be analyzed to understand which skills students have mastered and which skills they have not yet mastered. Students that scored high on the listening and speaking sections of the NYSESLAT do not always score high on the reading and writing sections. Therefore, the main focus of our curriculum and instruction will continue to be focused reading fluency and independent writing about informational texts across proficiency levels. The ESL teacher accesses Periodic Assessment data, analyzes it, and communicates relevant information to content area teachers of ELLs and school administration.

c. The school uses the Periodic Assessment to learn about the level of mastery that individual ELLs have already mastered and which skills they have not yet mastered.

5. N/A

6. The success of our ESL program can be determined by annual NYSESLAT scores along with the formative and summative assessment. The number of students scoring proficiently on the NYSESLAT is a good indicator of the overall effectiveness of our ESL program. When evaluating the effectiveness of our ESL program, we also consider the number of students who have shown improvement in NYSESLAT test scores from one year to the next (i.e. the number of students who have increased their proficiency levels from Beginner to Advanced). Another insightful evaluation of our ELL program involves counting the number of ELLs who pass the Regents Exams and the number of ELLs who are able to graduate within 4 years. All of these sources of data provide meaningful indications of the progress of our ELLs and what we can do to support their academic needs.

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.

N/A

Part VI: LAP Assurances

School Name: Performance Conservatory High **School DBN:** 12X262

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

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 12X262 **School Name:** Performance Conservatory High Schoo

Cluster: 06 **Network:** 610

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.

To comply with Chancellor's Regulation A-663, the school ensures that all parents are provided with appropriate and sufficient information in a language they can understand, which is Spanish in our school. The school conducts a home language survey and interviews with students and their families in order to determine translation and interpretation services that may be required. To assess our school's written translation and oral interpretation needs, the school consults several ATS Reports that help to determine the translation and oral interpretation needs of parents in our school. The ESL teacher regularly references student IEPs, transcripts, and records which are easily accessible on ARIS. All of this data, combined with more information from the school community provide insights to teachers regarding what information needs to be given to parents in due course.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs are as follows: extracurricular activities, study skills and homework guide book, understanding ESL learning standards along with the Common Core Learning Standards, college and career readiness family guidebook, parent handbook, required vaccines, assistance for NYSESLAT success, a calendar with agenda, and parent engagement activities. Spanish is the only language spoken by ELLs and their parents at our school. The school sent out twenty-six Continued Entitlement letters written in Spanish. Four students were entitled to Non Entitlement/Transition letters. Two Entitlement/Transition letters written in English have been sent out. One student transferred to another school and the other graduated this year. The findings were reported to the school community during regular conferences with the pedagogues, support personnel, and school administration. The reports can be distributed at PTA meetings, through school newsletters or posted announcements in the general office, in the Parental involvement section of the school's LAP, and in the CEP. Translation and interpretation services are provided to parents as needed.

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.

Written translation services will be provided by in-house school staff or parent volunteers. Writing samples will be reviewed by other entities for literacy level in the languages needed. Our school evaluates the ongoing needs of ELL parents by maintaining regular communication with them and the school community. Parents are also invited to participate in school trips and parent orientation. Their needs are addressed as they arise.

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

Oral interpretation services will be provided by in-house school staff or parent volunteers. More than one person will substantiate the oral interpretation as pertinent. The ESL teacher regularly communicates with parents. If a child is absent from school for two or more days, the ESL teacher and parent coordinators calls the house to speak with the parent. The needs of parents are considered to be very important to us. Parents are encouraged to communicate their concerns during meetings and informal phone conversations. Their needs are addressed as they arise.

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.

The school will abide by Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by referring to http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm or getting assistance from translations@schools.nyc.gov. To ensure that all ELL parents complete important documents, such as the entitlement letter and the Parent Survey and Program Selection form, our school draws on these DOE resources.