



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** BRONX DESIGN AND CONSTRUCTION ACADEMY

DBN: 07X522

PRINCIPAL: MATT WILLIAMS

EMAIL: [MWILLIAMS9@SCHOOLS.NYC.GOV](mailto:MWILLIAMS9@SCHOOLS.NYC.GOV)

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
Matt Williams	*Principal or Designee	
Daria DePiro	*UFT Chapter Leader or Designee	
Yolanda Marcial-Cruz	*PA/PTA President or Designated Co-President	
Julianny Gonzalez	DC 37 Representative, if applicable	
John Ortiz	Student Representative	
Omari Wilson	Student Representative	
	CBO Representative, if applicable	
Danesha Palmer	Member/ Parent	
John Honerkamp	Member/ Teacher	
Rosaura Cruz	Member/ Parent Coordinator	
	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**

- By June 2013, to have a 2 CCLS aligned units in Global History, Living Environment, Geometry, and ELA

### **Comprehensive needs assessment**

- As the school grows, BDCA is creating new units that address high level thinking, student engagement, and addressing all learning styles. As we develop these units, we will incorporate CCL Standards into our units so that our students have a modern, twenty first century education.

### **Instructional strategies/activities**

- All department teachers have been scheduled to have common prep time throughout the day.
- Department teams and Instructional Leads will look at our 4 year scope and sequence and take established units and align them to CCLS for 10<sup>th</sup> grade expectations.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Student products will be cross referenced with exemplars from the CCLS.

### **Strategies to increase parental involvement**

As part of our open night for parents of CTE students, we are also having open curriculum nights that shows parents where we are in the curriculum and where we are going. Parents will have the chance to engage in activities, blended learning stations, and review assessments.

### **Budget and resources alignment**

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

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

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

If other is selected describe here:

### **Service and program coordination**

- Special needs support: The units will include differentiation, accommodation and modification suggestions for all learners.
- Funding: Common planning time is a set part of their teaching schedule and is funded through Fair Student Funding, as is all ELA salaries. ESR is funded through ARRA RTTT grant that we are in the last year of. Per session will be allocated as needed and pulled from Title I 10% PD.
- Professional Development: Our assistant principal will lead the professional development of ELA teachers following our instructional model, FEI. *Educators for Social Responsibility* (ESR) will provide targeted one on one feedback and coaching for teachers.

## 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**

To improve teacher development on supporting all students to meet the Common Core standards by refining the feedback and support teachers receive in alignment with the NYCDOE citywide expectations for 2012-13.

### **Comprehensive needs assessment**

- As we hire and develop up to 14 teachers per year, we must do a collective inventory of teaching strengths and areas of development. By building in teacher feedback mechanisms from the beginning that address Danielson and up to four levels of differentiation, we believe we are building a modern foundation on which to rate teachers, provide feedback, and ultimately improve instruction in the classroom.

### **Instructional strategies/activities**

By June, 2013, 75% of teachers will demonstrate one tier of progress in their selected area of improvement as indicated by their self-assessment of their teaching using Charlotte Danielson's Framework for teaching rubric.

In October of 2012, administration met with all teachers to discuss where they believed they are performing and where we believed they are performing on the Danielson rubric sections 1a, 1e, 2b, 3b, 3c, 3d. After we looked at the data together, we collectively chose an area to focus on through our observations for the rest of the year. Our baseline for growth will be the average of the admin score and the teacher score. Our level of growth will be defined by the admin score at the end of the year for the selected competency.

All observations are tracked through our internal Google Doc and based off of a Danielson template.

- Professional development will be provided during daily common planning time periods or during PD afternoon to help teachers deeply understand Charlotte Danielson's Framework for teaching; These sessions will be followed up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team and faculty meetings.
- We will identify resources and structures to support teachers' understanding of the Danielson *Framework* (e.g., videos on ARIS Learn, teacher team meetings, inter-visitations, ESR supports and admin PD).
- As an admin team, we complete several low inference observations with teachers to identify trends in their classroom. The low inference feedback will be discussed and shared with teacher and allow them to self-identify their selected Danielson component they would like to develop. Throughout the year we will offer additional feedback and small group PDs for teachers who want to develop in similar areas.
- School leaders will facilitate formative classroom observations, followed by norming through developmental conversations.
- Funding: Funding is primarily facilitated by our schedule that allows common planning time. ESR will play a role in this development and they are funded through a ARRA RTTT grant.

Professional Development by: BxDCA admin will provide staff professional development in house for common core standards; *Educators for Social Responsibility* (ESR) will provide targeted one on one feedback and coaching for teachers.

### **Strategies to increase parental involvement**

- When we hire new teachers, we have a parent panel that helps our process.

**Budget and resources alignment**

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

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

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Funding: Funding is primarily facilitated by our schedule that allows common planning time. ESR will play a role in this development and they are funded through a ARRA RTTT grant.

Professional Development by: BxDCA admin will provide staff professional development in house for common core standards; *Educators for Social Responsibility* (ESR) will provide targeted one on one feedback and coaching for teachers.

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3**

By June, 2013, 50% of the students in an attendance focus group of students with a 60% to 80% attendance rate will **improve their attendance** by five percent.

**Comprehensive needs assessment**

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

**Instructional strategies/activities**

The focus group was selected from September and October's attendance rates and has 24 students in it.

- Identify students who currently are in the target range attendance group and form a focus group.
- Have clear expectations with lateness policy, and consequences for lateness and absence
- Meet with teachers to discuss attendance strategies.
- Meet with students to discuss attendance and academic achievement with the Attendance teacher, Social worker, Advocate Counselors, parent, student and the staff member.
- Increase parental awareness of attendance (phone calls, emails, letters, Phone Messenger, etc.). For example, have an attendance reporting system in place for lateness and absence for immediate feedback to student and parents.
- Have the Student Advocate team meet regularly with targeted students.
- Celebrate good and improved attendance with positive reinforcement (movie tickets, verbal encouragement, good phone calls to homes, etc.)
- Encourage students to participate in school activities and clubs to engage students and build school culture.

**Strategies to increase parental involvement:**

For these students, home visits by ESSH counselors and personalized phone calls from advisors in addition to the automated calls from our School Messenger system.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

We are using ARRA RTTT money to fund ESSH in BDCA

**Service and program coordination**

- ESSH Advocate Counselors will work closely with school administration and staff to monitor and address attendance issues of ESSH participants. ESSH Advocate Counselors will then perform outreach to inquire about absences. They will also follow up with participants in the afternoon to ensure that students are engaged throughout the entire school day. Each student will receive monthly progress reports from the GS Advocate Counselors, tracking attendance, participation and assignment completion. Because attendance problems are often partly attributable to unstable home life or other stressors that exist in the lives of students, supportive services offered by ESSH will be critical to providing students with the support they need to succeed academically.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

By June, 2013, 90% of the rising 11<sup>th</sup> graders 20 credits with at least 4 in ELA and 4 in Math will have a postsecondary plan that outlines their goal after graduation and which classes they need to take in order to achieve that goal.

#### **Comprehensive needs assessment:**

We have to build a postsecondary readiness culture that includes sophomores landscaping their career and college options. In students, we are building efficacy and advocacy so that they can make an informed decision that they themselves have made with the best information we can offer them.

#### **Instructional strategies/activities**

- Students will receive a variety of CTE site visits, college visits and speakers to help them determine the postsecondary path that they should pursue
- East Side Settlement House will help design advisory curriculum for 10<sup>th</sup> graders that includes college and career readiness components
- Students participate at least in one CTE site visit and one college tour per year. Staff prepares the students for the trip (college reviews, questions, etc.)
- Students participate in a personal learning plan building that will include transcript, resume, and college and career preparedness. Student Advocates will be active facilitators in the process.
- Students will complete plans in advisory in conjunction with their CTE teachers during CTE periods.

#### **Strategies to increase parental involvement**

All parents will sign off on student's junior year course request that will be greatly influenced by the career and college plan students create for themselves.

#### **Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

ARRA RTTT grant money is used to help fund ESSH.

#### **Service and program coordination**

CFN 106 support: staff development and youth development services.

East Side Settlement House: To provide advocate counseling and 10<sup>th</sup> grade advisory support

ARRA RTTT Funding: To support ESSH

Per session (based on available funding): planning and creating personal learning plans.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Individual reading plans with Reading Plus and Reading Horizons. Unique programs will be generated for these students to build a program that best addresses their needs.	A combination of one-on-one interactions and small group instruction based off of need. After school tutoring in small groups. Programmed small classes for most at-risk readers.	Mostly during the school day, with some before and after school tutoring options.
Mathematics	Students are mandated to after school tutoring and an extended day on Wednesdays	Small group instruction	After school, in small groups.
Science	Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed.	Small group instruction, one on one tutoring.	During school, tutoring after school as needed.
Social Studies	Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed.	Small group instruction, one on one tutoring.	During school, tutoring after school as needed.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Proactive Counseling, additional tutoring, ESSH services, before and after school safe places	One on one counseling, small group tutoring, larger family services from external organization.	Most services will be provided during the day, some before and after school, and a vast minority at night, off-si
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### 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.

BDCA hold informational sessions each spring for all interested teachers every year to try and dissuade the barrage of applications we receive yearly. We tell them what we expect from teachers here, the latitude given, the high expectations we have, and the PD plan they will be opting in to.

Once here BDCA gives teachers a high degree of independence with very high expectations of the final student outcome. Teachers revel in this amount of structured freedom with high frequency feedback.

Our philosophy and budget shows that we invest our money in small class size, which teachers also appreciate.

Teachers at BDCA set their own goals based off of the Danielson rubric. We then compare our observations and areas of growth for the teacher and collaboratively develop a personal PD plan for each teacher.

All staff either has their masters degree in their subject or is working toward it through an alternative certification program.



**Bronx Design & Construction Academy**  
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Matt Williams, Principal • Abby Lovett, Assistant Principal

### **PARENT INVOLVEMENT POLICY**

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.
- Maintain a dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator (or designee) will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator (or designee) will also maintain a log of events and activities planned for parents each month.
- 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 1<sup>st</sup> 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;



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## **SCHOOL PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>Cyndi Kerr</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>522</b>
School Name <b>Bronx Design and Construction Academy</b>			

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

Principal <b>Matt Williams</b>	Assistant Principal <b>Abby Lovett</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Michael Mahrer</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Daria DePiro</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>141</b>	Total Number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>18.44%</b>
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## Part II: ELL Identification Process

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

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

1. All students coming from non NYCDOE schools are given the HLIS by the principal, Matt Williams, or the assistant principal, Abby Lovett. If necessary, these students are given the LAB-R, administered by Michael Mahrer, the school's ESL teacher. All incoming students from NYCDOE schools are programmed according to their existing ESL status. Every student who has not passed the NYSESLAT is given the exam in the spring.

2. At the beginning of each school year, all parents of ELL students are invited to a meeting in which the school describes the ESL program, translation is provided. Parents are informed of other ESL program options and are given the option of requesting an alternate program in the school.

3. Our school aide, Juliany Gonzalez distributes our entitlement letters at the ESL parent meeting at the beginning of the year. Parents who do not attend the meeting have letters sent to their home. Juliany Gonzalez then follows up with each parent individually until we receive all letters back.

4. At the beginning of the year meeting all parents are informed of the freestanding ESL program we run and given the option to request other programs. All requests are kept on file in the main office. All meetings have translators available and all letters sent home are in the native language.

5. This is our first year of operation and no parents have made alternate requests.

6. No parent requests for change have been made.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0				0
<b>Dual Language</b> (50%:50%)										0				0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										28				28
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	28	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. All ESL instruction is given in departmentalized, heterogeneous classrooms with a licensed ESL teacher. Students that are beginning, intermediate or advanced students that need extra practice are programmed for ELA and History together. Those students who are advanced and do not need extra practice are scheduled for a zero period class with a licensed ESL teacher for language development and support.
2. Both ELA teachers in the building have ESL certificates and provide instruction in stand alone classes. Our program ensures that all beginner and intermediate students get 600 minutes of ESL instruction per week and all advanced students get a minimum of 300 minutes a week.

## A. Programming and Scheduling Information

3. BDCA uses the Framework for Effective Instruction (FEI) for all classrooms. Students have three distinct points in their lessons: Launch, Investigation, and Synthesis. The largest focus of FEI in every classroom is literacy attainment, so we feel it is an effective method for our ESL classes as well. Students are taught Global History and English in English with scaffolded materials and a variety of applications used for blended learning.
4. All evaluations are in English
5. All ESL students attend the same class regardless of level or length of time in country. Beyond that, students that need extra support because they are long term ELLS or SIFE students, are scheduled for a zero period for additional support and have access to a variety of blended learning to advance their learning.
6. Teachers use a variety of blended learning, scaffolded texts, homo- and heterogeneous grouping, and any mandates on the child's IEP.
7. We have banded scheduling and humanities blocks which allow a great deal of flexibility in letting us program the student for exactly the classes that are needed for them and will provide them the best curriculum and academic environment to succeed.

### Courses Taught in Languages Other than English ⓘ

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

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

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

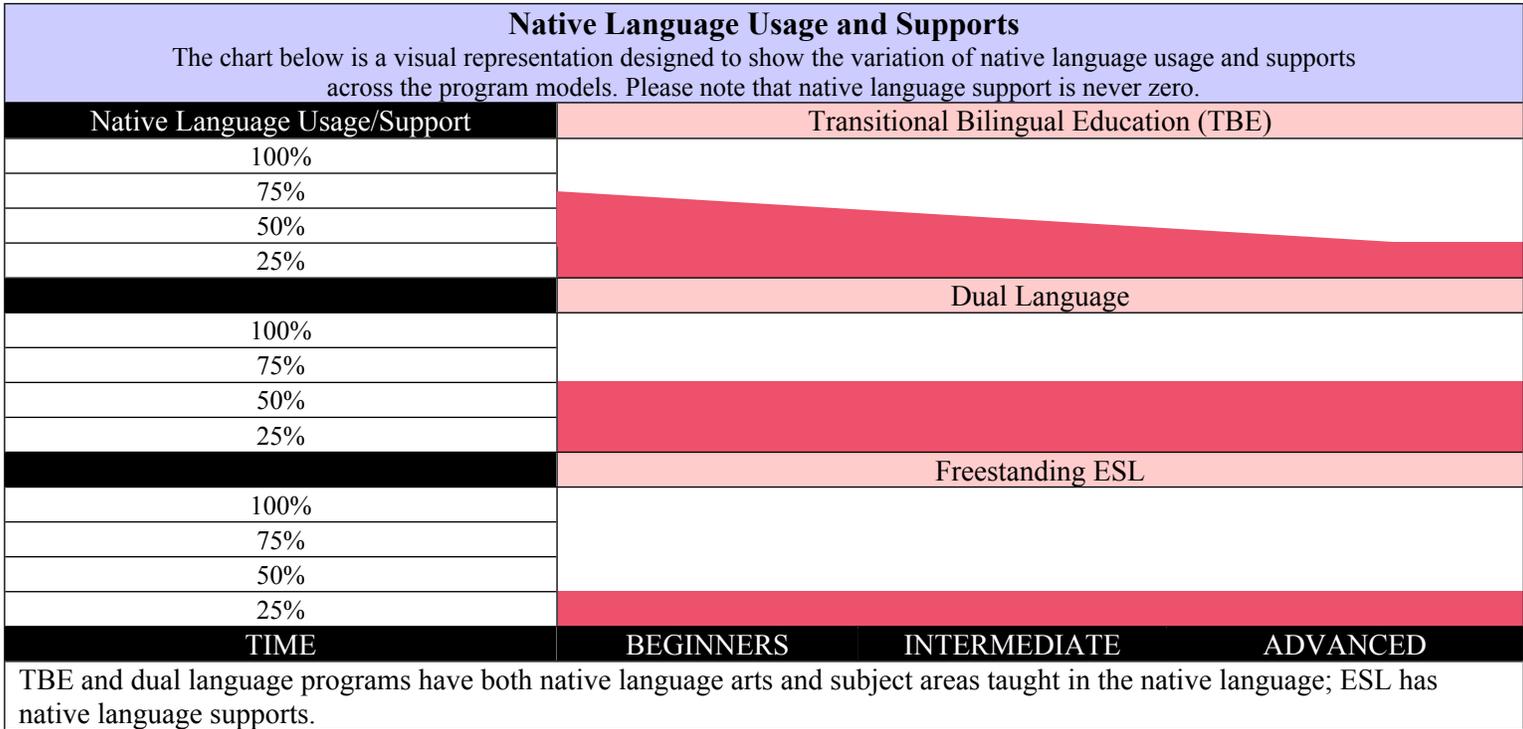
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



**B. Programming and Scheduling Information--Continued**

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

8. The targeted interventions for ELL students in mathematics are the same as for all other students with mandated tutoring and voluntary tutoring. Math help is available in Spanish for our students who are having difficulty with mathematics vocabulary.
9. Students will have the same time relaxations on assessments, have access to alternate materials in home languages, and be able to elect in to all ELL support structures.
10. Once we examine the data from our first year (this year) we will make adjustments. Based of first trimester grades, no adjustments need to be made and our students are finding a great deal of success.
11. None
12. All school programs are available to all students regardless of any designations. As long as any student meet the academic and behavior thresholds, they are able to participate in any activity.
13. Reading Horizons, Scantron Performance Series, native language reference material, push in social worker.
14. Students have native language resources available to them as needed. No instruction is given in native language.
15. Yes
16. Freshmen orientation, home visits, and one on one parent meetings.
17. All students can take a language of their choice using an interactive computer program in their senior year. Because we are a new school, we offer no languages this year.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

All incoming teachers, APs, and paraprofessionals to BDCA receive seven and a half hours of professional development during our new teacher orientation in August. Topics include: literacy acquisition across subjects, CR 154, differentiating instruction, and analyzing student data.

### 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?

There are no designations or differences made between parents of ELLs and general education students. All parents are contacted via phone and mail through their native language. The school is currently seeking CBOs to partner with. In January, we will administer a parent survey to see if parents have any needs the school can help with.

Our parent involvement includes an active SLT, PA, and monthly events that regularly draw over 35% of parents

## 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)										5				5
Intermediate(I)										6				6
Advanced (A)										7				7
Total	0	0	0	0	0	0	0	0	0	18	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	10	13	1	0	24
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	8		10		7		1		26
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	9		14				2		25
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

BDCA uses running reading records to assess every incoming ninth grader and to set a baseline to chart progress. Additionally, we use Reading Horizons with all ELL students to supplement their language acquisition. From test scores and student work we see that our students have more trouble writing and are stronger in listening. To this end, we have instituted a rigorous writing program with uniform templates and organizers across curriculum. Short term success will be determined by student progress throughout the year and the students reaching proficiency in the NYSESLAT exam. Long term progress will be defined by the students earning a CTE certified Regents diploma.

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>Bronx Design and Construction</u></b>		<b>School DBN: <u>07X522</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matt Williams	Principal		12/16/11
Abby Lovett	Assistant Principal		12/16/11
	Parent Coordinator		1/1/01
Michael Mahrer	ESL Teacher		12/16/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

**School Name: Bronx Design and Construction**

**School DBN: 07X522**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 07X522      **School Name:** Bronx Design & Construction Academy

**Cluster:** 01      **Network:** 106

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We used all relevant information in ATS to determine the written and oral preferences of every single parent. Additionally, every house hold in the school received a personal phone call at least twice throughout the year for a variety of reasons. From these home calls and ATS data, we have accurately determined the preferred language of communication with all parents in our school community.

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.

All parents who need communication in a language other than English necessitate Spanish. No other languages are primarily used for communication. We reported these findings to our PA and SLT in the October meetings.

## Part B: Strategies and Activities

---

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

All written communication sent home is sent in both English and Spanish. All automated calls are in English and Spanish and are determined by the ATS code for preferred method of communication. All translation for written documents and phone calls is done by school staff.

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.

We have a plethora of Spanish speaking school staff on hand at all times to handle all translation needs.

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>.

There signs in both Spanish and English directing parents to our school in the lobby of our site and the site's safety plan describes this in visitor intake procedures. Our school has both the parent's bill of rights and a sign indicated translation services are available posted in the main office. 10% of our home languages are not languages other than English or Spanish.