



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P811X THE ACADEMY FOR CAREER AND LIVING SKILLS

DBN: 75X811

PRINCIPAL: ROSA NIEVES-GREENE

EMAIL: RNIEVESGREENE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
Rosa Nieves-Greene	Principal	
Sybil Smith	UFT Chapter Leader	
Chandra Chauban	PA President	
Yvonne Ingram	DC 37 Representative, if applicable	
Enrique Figueroa	Student Representative	
Angelita Jimenez	Parent	
Mary Greer	Parent	
Denise Gomez	Parent	
Lillian Edwards Brown	Parent	
Judilka LaLane	Parent	
Melissa Crespo	Parent	
Latasha Ford	UFT, Teacher	
Paula Lucas	UFT, Secretary	
Erica Diakite	UFT, Paraprofessional	

** 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.

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.

By June 2013, there will be improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured by low-inference observations and teacher movement along the Danielson's rubric.

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.

After reviewing the results of a professional development needs assessment conducted in September 2012, it revealed that 82% of the teachers who submitted the needs assessment continue to need support in Danielson's Framework for Teaching. Of those who submitted 56% stated that they needed support in Competency 3B: Questioning and Discussion Techniques. In addition, all informal observations completed at the end of October 2012, revealed that 66% of teachers participating in Teacher Effectiveness Program, were rated ineffective or developing in that specific competency.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) 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.
- **By January 2013, we will create curriculum maps in all content areas with units of study aligned to Citywide Expectations, Depth of Knowledge and CCLS.**
- **By February 2013, all teachers will embed DOK levels 1-4 in instructional plans to engage all students in higher order thinking across all content areas**
- **By February 2013 all teachers will plan using the workshop model to support student achievement in CCLS.**
- **All classroom teachers will embed Vital New York into their lessons to provide real life applications of concepts that engage students and stimulate discussion and learning.**
- **Monitor teacher lesson planning to reflect DOK levels tasks 1-4.**
- **Observe teaching practices utilizing Teacher Effectiveness Program model, providing consistent feedback with emphasis on questioning and discussion techniques.**
- **Observe teaching practices using Danielson's Framework across content areas to ensure continuity across disciplines**
- **Provide continuous and differentiated professional development on Depth of Knowledge**
- **Provide professional development on Common Core Learning Standards**

- Provide professional development on Danielson’s Framework for Teaching including Competency 3B
- Teachers will participate in Collaborative Inquiry Teams which are built into our schedules at all sites. All teams will use protocols for looking at student work and lesson planning/DOK.
- Teachers will conduct interclass visitations utilizing Danielson’s Framework for Teaching and provide each other with feedback.

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.

- In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, curriculum related service providers and new initiatives.
- School Leadership Team work
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.
- Attendance Teacher Outreach
- Parent Coordinator will provide resources and workshops for parents.
- Parent teacher conferences will provide a forum to discuss students' academic supports.
- School Messenger, our telephone services will provide families important updates and information on a weekly basis.
- School Messenger will provide attendance and punctuality updates on a daily basis.
- Parent workshop on Emotional Literacy and communication skills facilitated by District Coach
- Parent workshop on Speech/Communication conducted by Speech Therapists

Budget and resources alignment

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

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

If other is selected describe here:

- **Professional/Curriculum Development (689)**- Per session for professional development and curriculum development.
- **General supplies (100)**- funding source to allocate purchase of manipulatives, supplies,resource materials etc.
- **Personnel**- funding source to allocate per session/ per diem coverage to support the training/professional development.

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).
- **Before and after school Collaborative Inquiry Teams**
- **District 75 PD Sessions**
- **DOE based external PD opportunities**
- **TEP Team**
- **District Coach Support**
- **PBS**
- **Emotional Literacy Curriculum**

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.

By June 2013, students will demonstrate a 10% improvement in mathematics proficiency as evidenced by successful completion of CCLS-aligned tasks appropriate to grade and content.

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.

There is a need to provide all students at P811X with access to the Common Core Learning Standards. P811X serves three distinct populations with multiple characteristic similarities, therefore we require an overarching instructional approach that can be easily adapted and differentiated to all of our learners. We are addressing this challenge through the process of collaborative inquiry by creating and implementing a rigorous Mathematics curriculum map/units of study that is differentiated on three levels and it's aligned to the Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) 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.
- **Development and Implementation of school wide Mathematics Curriculum with units of study aligned to CCLS.**
- **Data Days: Teachers will be provided with additional prep periods twice a month to desegregate student data and plan for mathematics instruction.**
- **Expand the use of Equals Math Program for the 12:1:4 population.**
- **Professional development offered by Ablenet on Equals program.**
- **CCLS Professional Development facilitated by Office of Achievement Resources
Division of Academics, Performance, and Support.**
- **District Coach support in differentiating Mathematics/CCLS/ instruction for our student population.**
- **Collaborative Inquiry – Looking Together at Student Work**
- **Student tutoring in Mathematics (Group or Individual)**
- **Collaborative Inquiry -- Critical Friends**

- **Collaborative Inquiry – Lesson Plan Study**

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.

- **In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, math curriculum, related service providers and new initiatives.**
- **School Leadership Team as well as the Instructional cabinet will review math data monthly to make modifications accordingly**
- **Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.**
- **Attendance Teacher Outreach**
- **Open invitations to observe and participate in mathematics class**
- **Parent Coordinator will provide resources and workshops for parents on mathematics**
- **Parent teacher conferences will provide a forum to discuss students' progress in mathematics**
- **School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in mathematics.**
- **Curriculum PD for parents facilitated by P811X Teachers**

Budget and resources alignment

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

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

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

If other is selected describe here:

- **NYSTL Textbooks (337)-** funding source to allocate the purchase of new math program: Equals
- **Professional/Curriculum Development (689)-** Per session for professional development and curriculum development.
- **General supplies (100)-** funding source to allocate purchase of math manipulatives, games, etc.
- **Personnel-** funding source to allocate per session/ per diem coverage to support the training of the new math curriculum.
- **Parent Coordinator events(100)**

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).
- **Community Based Organizations (including but not limited to): AHRC, Banana Kelley, Hunts Point Market, New York State Office for People With Developmental Disabilities OPWDD, Office of the Bronx District Attorney, Advocates for Children**
- **District 75**
- **Emotional Literacy ~ R.U.L.E.R. Program**
- **Project Arts Partnership ~ DreamYard, Inc.**
- **Emotional Literacy, R.U.L.E.R Program**
- **District 75 Professional Development Sessions**
- **DOE Based External Professional Development Opportunities**
- **DOE Talent Management Pilot Team Members**
- **School Leadership Team**

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.

By June 2013, all students will increase their functional literacy proficiency by 10% by independently completing a functionally appropriate task aligned to Common Core Learning Standards.

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.

P811X serves three distinct populations with multiple characteristic similarities, therefore we require an overarching instructional approach that can be easily adapted and differentiated to all of our learners. We are addressing this challenge through the process of collaborative inquiry by creating and implementing a rigorous ELA curriculum map/units of study that is differentiated on three level, utilizes DOK, UDL and aligned to the Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) 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.
- **Development and Implementation of school wide ELA Curriculum with units of study aligned to CCLS.**
- **Data Days: Teachers will be provided with additional prep periods twice a month to desegregate student data and plan for ELA instruction.**
- **Expand the use of SMILE program in the 12:1:4 and 6:1:1 populations.**
- **CCLS Professional Development facilitated by Office of Achievement.**
- **Professional Development in Depth of Knowledge, UDL**
- **Use of Danielson's Framework for Teaching to evaluate teachers and provide feedback through observation**
- **School Based Coach support in differentiating ELA/CCLS/ instruction for our student population.**
- **Alternate Assessment coach for teachers in the 12:1:4 classes**
- **Collaborative Inquiry – Looking Together at Student Work**
- **SMILE (Group or Individual)**
- **Collaborative Inquiry -- Critical Friends**

- **Collaborative Inquiry – Lesson Plan Study**

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.
- **In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, ELA curriculum, related service providers and new initiatives.**
- **School Leadership Team as well as the Instructional cabinet will review ELA data monthly to make modifications accordingly**
- **Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.**
- **Attendance Teacher Outreach**
- **Open invitations to observe and participate in Literacy class**
- **Parent Coordinator will provide resources and workshops for parents on mathematics**
- **Parent teacher conferences will provide a forum to discuss students' progress in mathematics**
- **School Messenger, our telephone services will provide families important updates and information on a daily basis.**
- **P811X's 1st Annual Health Fair**
- **Parent's Corner/Tea Time Fridays**
- **Workshop on IEPs**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- **Professional/Curriculum Development (689)-** Per session for professional development and curriculum development.
- **General supplies (100)-** funding source to allocate purchase of math manipulatives, games, etc.
- **Personnel-** funding source to allocate per session/ per diem coverage to support the training of the new math curriculum.
- **Parent Coordinator** events(100)
- **VATEA** funds

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).
- **Community Based Organizations (including but not limited to): AHRC, Banana Kelley, Hunts Point Market, New York State Office for People With Developmental Disabilities OPWDD, Office of the Bronx District Attorney, Advocates for Children**
- **District 75**
- **Emotional Literacy ~ R.U.L.E.R. Program**
- **Project Arts Partnership ~ DreamYard, Inc.**
- **Emotional Literacy, R.U.L.E.R Program**
- **District 75 Professional Development Sessions**
- **DOE Based External Professional Development Opportunities**
- **DOE Talent Management Pilot Team Members**
- **School Leadership Team**
- **Parent Association**

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.).
<p>ELA</p> <p>SMILE</p>	<p>(Structured Methods in Language Education) SMILE is a multisensory program that teaches speech, reading and writing to children with severe language and communication delays. SMILE uses expressive and receptive modalities to improve the reading skills of our target populations.</p>	<p>5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment.</p>	<p>During the school day.</p>
<p>Mathematics</p> <p>Ablenet EQUALS</p>	<p>(Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) Functional math program for 12:1:4 and 6:1:1 classes. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe</p>	<p>Instruction is delivered in both one on one assessment sessions as well as whole group lessons.</p> <p>5 days a week up to 2 periods per day in whole and small group instruction.</p>	<p>During the school day.</p>

	disabilities.		
<p>Science</p> <p>GET READY TO LEARN</p> <p>HEALTH SMART</p>	<p>(A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.)</p> <p>Health curriculum designed for at-risk students focusing on high-risk topics such as drug and alcohol prevention.</p>	<p>5 days a week up to 2 periods per day in whole and small group instruction.</p> <p>5 days a week up to 2 periods per day in whole and small group instruction.</p>	<p>During the school day.</p>
<p>Social Studies</p> <p>Life Space Crisis Intervention</p>	<p>(Method of helping teach social behavior) The Life Space Crisis Intervention provides specific intervention procedures throughout the conflict cycle. Students are supported through the process in order to help them resolve or prevent conflict appropriately. The Life Space Crisis Intervention encourages appropriate decision making and to facilitate positive behavior school wide.</p>	<p>5 days a week up to 2 times per day (length TBD) in 1:1 instruction.</p>	<p>During the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <p>Boys and Girls Club</p>	<p>While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted</p>	<p>As directed on IEP and as determined by counselors.</p> <p>Weekly in small groups based on gender.</p>	<p>During the school day.</p>

	<p>at an at risk population that may change on a weekly or monthly basis.</p> <p>Many of our students who are part of this targeted AIS group take part in social skill lessons and behavior interventions.</p>		
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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.

- **Participation in Teacher Effectiveness Program.**
- **Hiring Committee will interview all potential candidates utilizing a 4 point rubric.**
- **We will reach out to DOE Human resources for qualified applicants.**
- **Information and resources on P-Credit courses and other credit courses will be made available to all staff via our Weekly Bulletin on ARIS.**
- **Professional development will be provided to all new teachers on Danielson’s Framework for Teaching, Balanced Literacy, CCLS and Citywide Expectations.**
- **Collaborative Teacher Teams will provide a forum for inquiry and instructional support for all teachers.**
- **Differentiated professional development opportunities for all staff based on a needs assessment.**
- **Mentoring for all new teachers.**
- **Coaching provided to all teachers by our School Based Coaches on best practices.**
- **District Coaches will support teachers in Danielson’s Framework for Teaching, CCLS, Math, ELA, Emotional Literacy, Autism, Behavioral Management and Technology.**
- **Common planning periods are embedded into teacher’s weekly schedules to collaborate, plan and modify instructional practices.**
- **Teachers will conduct peer intervisitations during ELA and Math instruction and provide feedback.**

**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 GARY HECHT/KETLER LOUISSAINT	District 75	Borough Bronx	School Number 811
School Name 811X			

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

Principal CARON MARTIN	Assistant Principal ELEYNA RIVAS
Coach CHELSEA ARBUTINA	Coach
ESL Teacher JESUS MUNOZ	Guidance Counselor ROBERT SANCHEZ
Teacher/Subject Area VIDALINA SOTO	Parent
Teacher/Subject Area MICHELE GENTILE	Parent Coordinator MIRIAM LUCIANO
Related Service Provider RUBY CASTANOS	Other EDGAR BAZURTO/BILINGUAL
Network Leader KETLER LOUISSAINT	Other ADELPHIS RIVERA/BILINGUAL

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	3	Number of certified bilingual teachers	3	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	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	635	Total Number of ELLs	258	ELLs as share of total student population (%)	40.63%
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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. 

Paste response to questions 1-6 here

When entering District 75, parents of students who are new entrants to the NYCDOE must first meet with The Committee on Special Education (CSE) before being admitted to our school. Through administration of the Home Language Identification Survey and further interview with the parent and student, the CSE determines if a student could possibly be eligible for ELL services. At that point the CSE administers formal initial assessments (such as The Woodcock Johnson and The Vineland) LAB-R and if appropriate the Spanish LAB.

On the school level the ELL Liaison (Eleya Rivas) is contacted for all intakes of students who are new admits to the NYCDOE. Upon review of the student's records if the coordinator finds that a HLIS was not completed at the CSE level, licensed ESL staff that has been trained in the administration of the HILS is contacted to do so. (Jesus Munoz, Michelle Gentile or Nerlande Gilbert) If analysis of the survey shows that there is home language other than English then the licensed ESL or bilingual(Spanish) staff, administer LAB-R and Spanish LAB (if appropriate) within 10 days of their arrival if the CSE has not already done so.

The following are the steps taken at the school level to identify ELLs who are not new entrants to The NYCDOE.

1. In the beginning of the school year all students appearing on the Cross Reference List from ATS are checked to determine if students are currently mandated for or at any point in their DOE history were mandated for ELL services.
2. Supplemental ATS reports are then run to verify information found in step 1.
3. At this point all identified ELLs have their files reviewed for a current IEP and Home Language Survey.
4. The pupil accounting secretary and Parent Coordinator are then instructed to inform the ELL Liaison of any new intakes.
5. As a safeguard to this step the ELL Liaison reviews weekly admit reports from ATS to ensure all ELLs are identified.
6. Students are then placed as per the recommendation in their IEP. If a student is mandated for Bilingual Education but we do not have a spot available in our TBE programs a student is given ESL services and an Alternate Placement Para who supports the student in their native language. In the Spring the school administers the NYSESLAT. In order for the school to identify students who will take the NYSESLAT, we look at the REXH, RSMR and the RNMR reports to guide us with the process. The State gives the schools a time-line for administering the components of the assessment. We then schedule the ESL and Bilingual teachers to administer to group of students.

Parent choice/ program options and placement-

In District 75 parents are not given entitlement letters and instead are told at the CSE level that their child is entitled to ELL Services. Similarly parents of ELLs are notified by CSE of their child's placement in a bilingual or ESL program. District 75 does not currently offer a Dual Language program. Although this decision is made with parent involvement and discussion of program options and availability, District 75 does not give parents surveys or program selection forms. The CSE provides parents with information in the language which they prefer to ensure that have a through understanding of the decisions being made. Also, it is CSE's responsibility to inform parents about their rights and due process.

At the school level we then place students in the ELL program and class ratio determined by the CSE. When a new ELL student is

admitted to our school parents receive a tour and orientation about the programs their children have been placed in. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home. Classroom teachers also administer the Brigance assessment to new and current ELL students. This assessment allows us to gauge a student's present level of performance in English and their Native language.

Since District 75 does not employ the use of the Parent Survey or Program Selection forms we do not have that data to review. Similarly being at the High School level the majority of our students have been in ELL programs for many years before they come to our school. We have however noticed that the CSE in conjunction with the parents recommend a Bilingual program placement for all students who are newcomers. It seems the CSE feels this is the best program placement considering not only their needs as ELLs but as special education students, many of which have moderate to severe learning delays. Our philosophy at the school level aligns with this choice of program placement for newcomers who we feel benefit best from having the additional native language support that a TBE program offers.

We have 3 TBE classes in Spanish and a Freestanding ESL program run by 3 ESL teachers. Currently we have 44 students who are mandated for bilingual programs but instead receive ESL services and support from an Alternate Placement Para. These 44 students range widely in terms of mandated ratios, classifications and levels of delays. We closely monitor this group of students along with any new students who come in to see if a TBE class that not only meets students ELL mandates but their ratio and learning needs can be formed. We did this late last year when we formed a new 12:1:1 Spanish bilingual class.

Introduction and demographics-

The Academy for Career and Living Skills, HS 811x is the largest D75 program in all 5 boroughs, with over 60 classes of junior high and high school aged students. Our student population is very diverse in terms of disability diagnosis: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiple Disabled and Learning Disabled. Due to the nature of our student's disabilities all but 13 of them follow the alternate curriculum, fall under an un-graded system and do not participate in any standardized assessments. Any breakdown of information by grade is only in reference to the student's age and not the level of performance.

Our schools enrollment consists of 635 students. Of those 635 students 258 have been identified as ELLs. Of those 258, 70 are mandated for Bilingual services and 42 are mandated for ESL services. One hundred and forty two (142) of our ELLs are X-coded and served as per their IEP. They receive support in NYSESALT test preparation and are entitled to participate in our Title III program. X-coded students have been included in Part V: Assessment Analysis but not Part III, section B. ELL Years of Service and Programs since they are not mandated for either Bilingual or ESL programs and no longer accumulate years of service except for the first chart which only asks for All ELLs, SIFE, Special Education and YOS breakdown. In this chart we indicated the number of years the X-coded students had reached before receiving their X-Coded status. All other information in Part III, section B pertains only to our 112 ELL students who are mandated for either Bilingual or ESL Programs. Of our 258 ELLs, 250 speak and/or understand Spanish, 4 speak Bengali, 2 speak French, 1 speaks Arabic, 1 speaks Yoruba and 1 speaks Khmer.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										3	3	3	3	12
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained									1	1	1	1	1	5
Push-In									3	3	3	3	3	15
Total	0	0	0	0	0	0	0	0	4	7	7	7	7	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	258
SIFE	15	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	113

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	15	6	15	13	3	13	42	5	42	70
Dual Language										0
ESL				4	2	4	23	0	23	27
Total	15	6	15	17	5	17	65	5	65	97

Number of ELLs in a TBE program who are in alternate placement: 39

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2	20	12	8	9	16	67
Chinese														0
Russian														0
Bengali											2		1	3
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	20	12	10	9	17	70						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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								1	6	7	6	11	11	42
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	1	6	7	6	11	11	42						

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?

Paste response to questions 1-7 here

Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12 and Freestanding ESL Programs run by 3 ESL teachers who do both push-in and pull-out. As mentioned earlier our school is a self-contained special education program where all of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12. This is why our ELL Program Breakdown chart seems to have

A. Programming and Scheduling Information

information that is different than what we are stating in our narrative since technically all teachers serve all grades. Our TBE classes are organized by mandated class ratios and students level of functioning (both academic and social). The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level.

ALL 3 Spanish TBE programs have students who are all Beginners as per their NYSESLAT or LAB-R scores. We therefore give the maximum percentage of Native Language Support as outlined in the TBE chart. Students in our TBE program receive a minimum of 540 minutes of ESL instruction and 180 minutes of NLA as mandated by CR Part 154 for beginner ELLs. NLA instruction follows the tenets of Balanced Literacy and is parallel to the literacy instruction imparted in monolingual classes. The certified Bilingual teacher provides all mandated minutes outlined above including ELA. Bilingual teachers also teach all content areas: ELA, Math, Social Studies, and Science.

Our ESL program as stated earlier is run by 3 ESL teachers. ESL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each student receives as per CR Part 154. ESL minutes are delivered using the push-in and pull-out model. Students are given native language support as needed in our ESL program from either our ESL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student's native language. ELA minutes are provided by ESL students' classroom teacher incorporating ESL methodologies under the guidance of the ESL providers.

Delivery of instruction and content areas

In our TBE program model, content area instruction is given by the certified self-contained bilingual teacher. Teachers in our TBE program use elements of the SIOP model for planning and delivering instruction. When considering the SIOP model teachers first consider the approach which best fits the content being taught and the students' cognitive abilities. The approaches most commonly used in our TBE program are Whole Language Experience, Total Physical Response and Cooperative Learning. As per the SIOP model language objectives are outlined in conjunction with content objectives to ensure that language instruction is always at the forefront. Objectives are chosen based on students' needs, ESL standards and The New York State Alternate Assessment standards. Teachers also build background knowledge by linking objectives to students' everyday life and information they have already been taught or exposed. Our instructional approach also outlines that teachers introduce new concepts and vocabulary words. In our TBE program a minimum of one content area is taught in students' native language per day.

Our ESL program is similar to our TBE program in that ESL teachers use the same approaches for delivering instruction as outlined in our TBE program. (i.e. the use of the SIOP model, ESL strategies such as Whole Language Approach and Cooperative learning, the use of the Standards and building background knowledge) Content area instruction in our ESL program is determined and delivered with collaboration between the ESL teacher and the self-contained classroom teacher who is responsible for the majority of these students' instruction. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which is updated as needed. The classroom teacher then collaborates with the ESL teacher to create a Student Instructional Priority Plan which covers all content areas. The ESL teacher provided the classroom teacher with insight on incorporating language objectives into the plan and approaches he or she can use to help the gain the content area knowledge while moving along the English Language Proficiency continuum. The ESL provider will either push-in during class time to support with lessons the classroom teacher is engaging in or pull students out delivering instruction based on the student plan mentioned above and any additional language needs. Both the ESL provider and the classroom teacher collect data on progress towards these goals. ESL teachers then meet with classroom teachers approximately every six weeks to discuss progress made on Students Instructional Priority Plan. These common meeting times happen during the classrooms teachers prep or PDP. ESL teachers are given the flexibility to adjust their prep for the day to accommodate the need for these meetings. Classroom teachers are also given access to books in students' native language. Students in Alternate Placement receive additional support from a paraprofessional who speaks the students' native language. The schedule created for teachers allows for students to be fully served. ESL teachers push-in during instructional meal times as well as during instructional time.

Multi-sensory and multicultural materials are infused throughout all aspects of instruction in both our TBE and ESL programs. Both programs also use visual scaffolding, regalia, interactive read-aloud and graphic organizers during instruction as we find these meet their needs both as ELLs and special education student. Instructional emphasis for both programs is based on:

- School-wide curriculum created by 811X teachers and coaches
- Career skills and Work-study programming
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts

A. Programming and Scheduling Information

- ESL Standards, New York State Alternate Grade Level Indicators and Applied Learning Standards

In addition we provided support to our 142 ELLs who have been X-coded and are served as per their IEP. They participate in rich functional academics programs which afford them ample opportunity to maintain and build upon the English language proficiency they have already achieved. Some of these programs include full and part-time work classes, and cooking programs. These students are also provided support in preparation for the NYSESLAT exam as well.

Differentiation & Intervention-

The nature of our program with low staff to student ratio and ample opportunities for 1:1 instruction provide SIFE students with the extra support they need to get re-acclimated to the school environment. Our teachers have extensive knowledge in differentiating and scaffolding instruction therefore providing SIFE students the support they need to access the school curriculum.

New comers also benefit from the low staff to student ratio and 1:1 instruction. As our teachers are highly qualified special education teachers they have the skills needed to differentiate instruction and materials in a way that makes the curriculum accessible to students who are new to the US. ESL and Special Education strategies are closely aligned, such as modeling, use of manipulaives and regalia. ESL staff also provides additional support to teachers of ELLS who are newcomers. As newcomers in our program follow an alternate curriculum they do not have to take the standardized ELA tests outlined by NLCB. Some of our newcomers my may fall in the age ranges for partaking in the New York State Alternate Assessment. If this is the case classroom and ESL teachers provide the students with ample opportunities to master ELA Alternate Grade Level Indicators. The nature of the assessment also allows the use of pictures to help student who do not read English achieve proficient scores.

ELLs in receiving 4-6 years of service receive the same individualized and focused instruction as the rest of our students. Instruction is focused on development and support of access/foundation skills such as functional communication approaches for ELLs with severe communication disabilities including Mayer Johnson and Carol Goosens symbols, and emergent literacy strategies such as The Workshop Model, centers and word walls. Opportunities for skill acquisition included Balanced Literacy approaches, creation of bilingual communication boards and bilingual story boards, augmentative and alternative communication systems in the native language and in English, total communication approaches (transition boards, photographs, paraprofessional who speaks native language and English) and the use of the New York state Alternate Assessment standards which align to the New York State Standards.

Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term ELLs have made great gains in their English Language Proficiency but are unable to demonstrate this on NYSESLAT due to the nature of their disabilities. Our school also provides after school programs (Title III and Project Champs) to help foster gains in their English Language Proficiency. This year select groups of our Long Term ELLs have also been enrolled in our AIS program and as the focus of a student based data inquiry team.

As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. These ELLs students are placed with teachers who are highly qualified to meet their special needs.

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

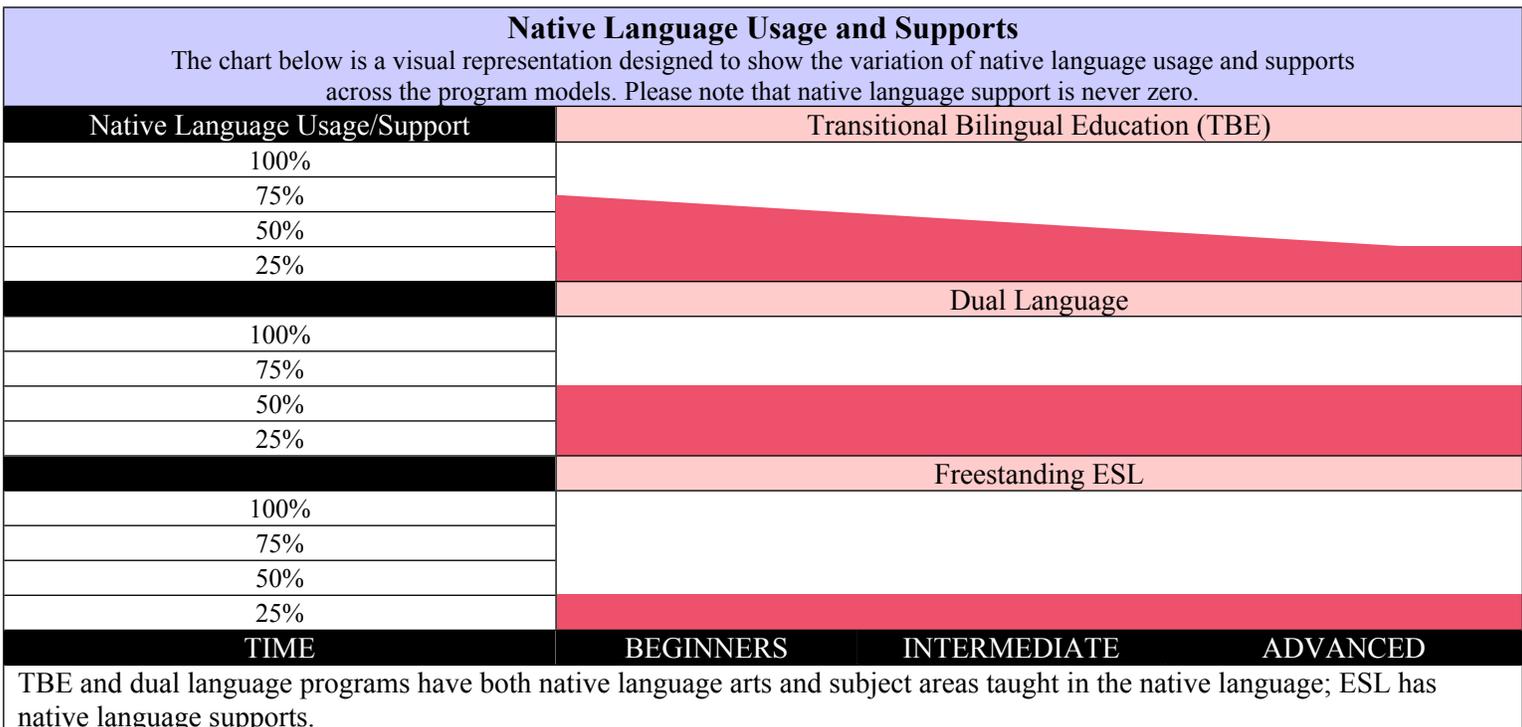
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0	0	0
Social Studies:	0	0	0
Math:	0	0	0

Science:	0

0	0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Students placement in District 75 is an intervention in it self. District 75 offers ELLs who are in special education small student to staff ratio and teachers who are highly qualified in differentiating and scaffolding objectives and curriculum to make it accessible to all types of learners. They also receive supplemental interventions as needed, such as PT, OT, Speech and counseling. These services further allow them to achieve academic and language goals. Additionally ELLs participate in several of the academic interventions used in our school. We currently use SMILE which teaches the basic elements for reading and writing to non-readers with special needs. This program is especially useful for newcomers since students need not have any phonemic awareness to participate. Picture cues are used through out the program which is a strategy which aligns perfectly with our practice for ELLs. This year we will also begin using Rosetta Stone language development software for our newcomers to help build proficiency in their speaking and listening skills. EQUALS is a math intervention we use which is aligned with needs of ELL and students in special education as it is hands-on program with concepts taught being taught in a concrete manner with the use of manipulatives.

If ELLs reach proficiency as per their NYSESLAT scores, we will continue to monitor their progress and provide transitional support through the following protocol, for a minimum of two years. Teachers with ELL students who have been deemed proficient will be asked to submit a report during our schools designated 6 marking periods. This report that will be requested will ask for the following information to be written in the form of a narrative.

1. How did the student perform in classroom assessments and assignments? (Please be specific and address all areas of Literacy (reading, writing, speaking, and listening).
2. If the student struggled, what do you feel was the cause of them not meeting the expectations set forth.
3. Do you feel the students difficulties stem from English not being their Native Language?
4. What strategies have you used to help this student overcome their difficulties?
5. Do you think your student requires additional support because of their previous status as an ELL student?

This report will be submitted to our school's ELL coordinator. The ELL coordinator will then review the reports in order to identify any of the students who have transitioned out of TBE who are in need of extra support. If a student is identified, a team consisting of the ELL coordinator, the student's teacher and ELL service providers will create an action plan which will address the additional support a student may require. The solution might be as simple as showing the classroom teacher a few techniques to use with the student, having a bi-lingual Para work one to one with the student or have an ELL service provider tutor the student in areas they need help in.

We continually strive to improve our program for ELL. This year we will begin using a school created skills assessment which will capture gains in English Language proficiency across all four domains. This assessment looks at skills which not only align with the degrees of proficiency but with students cognitive abilities as well. Therefore we will be able to analyze progress for all ELL students even those with severe physical and cognitive delays. We have also formed a professional learning community comprised of all our ELL staff to monitor progress of our ELLs, share knowledge, and discuss need as they arise. This community will also be providing professional development and support for all teachers in our school so they can better serve our ELL population. Additionally literacy support staff will be involved in preparing students for the NYSESLAT.

All ELLs in our school have access to all our supplemental programs and services. ELLs can choose from several clubs to participate in

during school hours. Clubs include study in dance, art, music, technology and physical fitness. These programs allow ELL students to practice their social and communication skills with peers whose native language is English. Furthermore ELLs are also encouraged to participate in our after school Title III program. This year the program will focus on English language instruction through drama and horticulture. Many of our ELLs participate in Project Champs which is an after school physical fitness program as well. We will not discontinue any existing programs.

Native language support is naturally built into our Spanish TBE programs. NLA is taught in Spanish and is provided for a minimum of 180 minutes of instruction per week. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers uses differentiated instruction to met their individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. Similarly native language support is provided as needed during instruction of all content areas. In our ESL program the ESL providers, alternate placement Paraprofessionals and classroom teachers (if they speak Spanish) provide native language support. Teachers also have access to materials to help build native language libraries in the classrooms for student who are not in our TBE program.

All instructional materials used to educate ELLs in our school are age appropriate as they are often modified by our teachers to meet the cognitive needs of our students. These materials included but are not limited to school-created curriculum, adapted books, picture books, communication boards, and picture dictionaries, audio and video programs for learning English, Mayor-Johnson symbols and functional based curriculums which prepare our ELLs who will soon be transitioning out of school. Technology plays an important role in the instruction of ELLs. All teachers of ELLs have access to two media rooms where teachers can conduct lessons with student each using their own desktop computer. We also have several laptop carts which teachers can also use to conduct computer based lessons in their classroom. Additionally each Spanish TBE class has a smart board in it. This allows the teacher to incorporate hands-on, visual learning in to the students' everyday experiences. All students have access to augmentative communication devices if needed which can be programmed to speak in both English and the students' native language.

ELLs in our program which is focused on transitioning students into their adult life have the resources and support services they need to do so. We have an excellent transition team which works with students and parents to help facilitate plans for the future. Our role included connecting them with community resources and agencies for adults with disabilities in addition to helping them find appropriate program and/or job placements.

Our school operates on a 12 month calendar. Therefore parents of ELLs are welcome to come tour the school and receive orientation whenever there schedule permits during the summer before the beginning of the school year. Lastly language electives are not currently offered for students in District 75 programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here ALL staff for the Title III program will meet to r create specific goals and assessments for the curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on January 24th, 26th and 31st from 3pm-5pm.

- January 24th- How to adapt activities for students who are English language Learners and have various disabilities.
- January 26th- Focus on imbedding horticulture into the content areas
- January 31th- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students- Eleyna Rivas, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating horticulture into instructional practices for ELL students on February 14th, 15thth and 16th as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

As per Jose P. a minimum of 7.5 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2011-2012 school year.

- ESL Program Model VS Bilingual Program Model- Eleyna Rivas
- o Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
- o Presenters- Eleyna Rivas Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
- o Presenters- Vidalina Soto , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
- o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

Guidance Staff and Social Workers particiapte in Professional Development on a school level as well as external sessions provided by District 75 and the DOE to address the needs of English Language Learners. We presently have one Bilingual Guidance Counselor on staff.

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?

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English.

We partner with many agencies and community based organization that come visit our parents during these meetings or provided the workshops listed above. Some of these agencies include Life Adjustment Center, LIFESPRIE, Creative Lifestyles, AHRC, Banana Kelly Community Improvement, BOLD and YAI. All of these agencies provided information to parents about day programs that will be available to our ELL students once they transition out of High School. These agencies also provided students with after school and weekend programs as well. These activities address the needs of our parents as they prepare for the future.

The PTA in our school also hosts various luncheons and arts and crafts days throughout the year to help create and welcoming environment so parents can feel a sense of belonging to community that cares about them and their children.

Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during our open school days and nights both in November and March. Parents are given valuable information on helping their children successfully transition to adult life and the services that are available to aid them in this difficult process.

We also will be setting up a mini computer lab in our parent association room where parents can come in to access ARIS, receive instruction using computers, and use Rosetta Stone programs to increase their own English language proficiency.

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	33	48	22	130	238
Intermediate(I)											1	4	15	20
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	5	33	49	26	145	258

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										40	25	22	90
	I										6	3	13	16
	A										5	0	3	5
	P										1	1	2	3
READING/ WRITING	B									1	49	28	37	127
	I										3	1	3	13

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	2	3	13	33	51

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	7		4		18		23		52

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	7		3		10		21		41

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	25	25	25	25
NYSAA Mathematics	25	25	25	25
NYSAA Social Studies	25	25	25	25
NYSAA Science	25	25	25	25

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

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.

Early literacy skills of our ELLs are assessed through the use of The Brigance Inventory of Skills. This assessment is a comprehensive tool which measures literacy skills from pre-primer through grade 9. This assessment is also available in Spanish which allows us to assess

early literacy skills in our students' native language. Student performance on this assessment helps inform program placement and instructional decisions. First, with use of the assessment in both languages we able to gauge whether a student has overall delays if their performance is well below age-level expectation in their native language. Secondly analysis of students' performance gives us insight into making program and class assignment changes if we find that a student requires a setting with less or more support. Lastly teachers establish goals and plans for student instruction based on the base-line results they have received using the Brigance assessment. When looking at NYSESLAT data patterns the first point we have to address is that the majority of our students who sat for this exam in 2011 were unable to receive a score because they could not complete all four domains. These students' were counted as beginners for overall proficiency and modality analysis. Of the 235 student who took the NYSELAT only 76 were able to receive an actual score. The bulk of our students are unable to complete the NYSESLAT as they are moderately to severely delayed. Many of these students are unable to read or write in conventional manners due to their cognitive disabilities. Some of them are limited in areas of verbal and listening skills as well. Therefore we are unable to ascertain any information on gains towards proficiency for these students. Because of this we created our own assessment to be used in addition to NYSESLAT. This assessment was created at the end 2010-2011 school year to be implemented for 2011-2012. We will be using this data to evaluate the success of our ELL program and movement made towards English Language Proficiency for even our most challenged English Language learners.

Analysis of the student's performance across the modalities tested in NYSESLAT shows that our students score the best in speaking with listening following second. We therefore will focus our attention to building our students reading and writing skills when providing with NYSESLAT test preparation. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 and 8:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.

None of our ELLs currently participate in standardized state or local assessments. We therefore have no data to draw from to make decisions based on English VS native language or their performance on periodic assessments. They do however participate in the New York State Alternative Assessment (NYSAA). Participation in NYSAA aligns with the grade level standardized testing done on the state level. Therefore not all ELLs participate every year since the assessment is given based on an age range. On the 7th grade level they are assessed in ELA and math, on the 8th grade level they are assessed in ELA, Math and Science and on the HS level they are assessed in all four content areas. Eighty-eight of our ELLs participated in NYSAA last year. Analysis of the results shows that 98% of our ELLs passed in ELA, 92% passed in Math, 90% passed in Science and 90% passed in Social Studies. The nature of NYSAA allows teachers to choose grade level indicators which best meet their students' current level of understanding and abilities.

On-going assessments is also an important component of our ELL program. All of our ELLs participate in assessments through out the year to gain the insight we would from the use of standardized curriculum and tests. This includes but is not limited to: School-Created checklist assessment which outlines indicators of proficiency across all four domains of language, Brigance, periodic assessments created on the school level using Brigance as a guideline, six reporting periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification, portfolios and teacher created materials.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 811X

School DBN: 75X811

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caron Martin	Principal		11/30/11
Eleya Rivas	Assistant Principal		11/30/01
Miriam Luciano	Parent Coordinator		1/30/01
Michelle Gentile	ESL Teacher		1/30/01
	Parent		1/30/01
	Teacher/Subject Area		1/30/01
	Teacher/Subject Area		1/30/01
Chelsea Arbutina	Coach		11/30/11
	Coach		1/1/01
Robert Sanchez	Guidance Counselor		11/30/11
Ketler Louissaint	Network Leader		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X811 School Name: HS 811X

Cluster: Gary Hecht Network: 5

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.

The following methods have been used to assess the school's needs for translation and interpretation services.

- a. The Home Language report on ATS indicates that close to 40% of our student population has a home language other than English.
- b. Analysis of our Adult Preferred Language Report shows that almost 30% of our parents prefer to have communication, both written and spoken in a language other than English. Twenty Six percent of that group has indicated a preference of Spanish.
- c. Analysis of our LEP population shows that we have 70 students who are mandated for bilingual services, 26 who are mandated for ESL services and 142 students who are X-coded and served as per their IEP.
- d. The Ethnic Census report on ATS indicates that over 60% of our student population is of Hispanic origin.

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.

As demonstrated by our needs assessment a substantial portion of our parents require translation and interpretation of all correspondence, student information documents, notice of conferences, and referral services. Reports are shared with our parent coordinator and teachers so they are aware of the parents preferred language of communication.

Part B: Strategies and Activities

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

All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, the students Alternate Placement Para will translate for that particular parent. All Spanish translation is done on-site by one of our administrators or our parent coordinator both of which are proficient in Spanish. All materials sent home are translated into Spanish. We also have a teacher whose native language is Bengali who provides us with translations for our 3 LEPs who speak Bengali.

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

Oral interpretation services are provided by in-house school staff. The parent coordinator, bilingual administrators, therapists, teachers, Paraprofessionals, and guidance counselors communicate with parents of ELLs by providing bilingual interpretation support to relay school related activities, and information to parents. They are available during parent teacher conferences, IEP meetings, Parent Association meetings and any other special events our school is hosting.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- We have posted a large welcome poster which is translated in the 8 languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.
- A sign in the 8 covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available.
- There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.
- The phone number for Translation services has been distributed to all school personnel (718-752-7373)
- The school will ensure that written communication is translated in the parent's native language within a reasonable amount of time.