



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** CLARA CARDWELL  
**DBN (i.e. 01M001):** 16K308  
**Principal:** GEORGE PATTERSON  
**Principal Email:** [GPATTER@SCHOOLS.NYC.GOV](mailto:GPATTER@SCHOOLS.NYC.GOV)  
**Superintendent:** EVELYN SANTIAGO  
**Network Leader:** KATHY PELLER

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
George Patterson	*Principal or Designee	
Peter Allong	*UFT Chapter Leader or Designee	
Lawana King	*PA/PTA President or Designated Co-President	
Maria Williams	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tania Robers	Member/ Parent	
Michelle Clinton	Member/ parent	
Celeste Holloway	Member/ parent	
Sybil Schloss	Member/ teacher	
Jabari Edwards	Member/ administrator	
	Member/	
Tanisha Armstrong	Member/ tparent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## School Information Sheet for 16K308

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	461	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	2	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.3%	% Attendance Rate			90.3%
% Free Lunch	86.5%	% Reduced Lunch			4.1%
% Limited English Proficient	5.2%	% Students with Disabilities			26.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American			82.7%
% Hispanic or Latino	12.8%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	0.4%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	0.75	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	2.2%	% Teaching Out of Certification			5.2%
% Teaching with Fewer Than 3 Years of Experience	8.9%	Average Teacher Absences			6.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.0%	Mathematics Performance at levels 3 & 4			4.9%
Science Performance at levels 3 & 4 (4th Grade)	82.4%	Science Performance at levels 3 & 4 (8th Grade)			35.7%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			48.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
It was well aligned to the Quality Review feedback. We focused on designing multiple entry points for students with disabilities, English Language Learners, and our lowest third, as well as on using data to drive instruction. These recommendations came directly from our Quality Review in 2012.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
We focused on aligning our curriculum to the Common Core Standards, training our staff in Common Core and the Danielson Framework, improving the performance of our Students with disabilities, English language learners, and the lowest third through social and emotional programs, as well as using data to drive our instruction.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
We had an idea of what would help our ELLs, SwD, and our lowest third, but last year we spent a lot of time trouble shooting. We studied data and tested ideas and had success in some areas (we increased the number of ELLs, Special Education students, Black Males, and the lowest third in the 75 <sup>th</sup> growth percentile), but not in others, (i.e. significantly moving our special education population.) Also, we didn't see the same success across grades and across classrooms within a grade, so we realized that our school wide plans had to specified to meet the needs of individual classrooms and teachers.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
We successfully designed curricula across each grade that was aligned to the Common Core. We also used teacher teams to train our teachers in using effective questioning strategies as per the Danielson Framework. The social and emotional programs we set up for our students were successful, including a modified post-test after school program that incorporated both academics and extra curricular activities.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/> <b>X</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
We did not increase the percent of our special education students at levels 3 and 4 by 3% on the Math or ELA state exams.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input checked="" type="checkbox"/> <b>X</b>	<b>Yes</b>	<input type="checkbox"/> <b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
We anticipate that it will be challenging to meet the demands of the new teacher evaluation system in terms of administration having adequate time to observe each teacher and provide constructive feedback under the new guidelines. We also anticipate that it will be challenging to advance our special education population without at least one more special education teacher.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
ELL and SwDs: Increase the number of students at levels 3 and 4 by 3%.			
Lowest third: Increase the number of students in or above the 75 <sup>th</sup> percentile by 10%			
Black males: Increase the number of students in or above the 75 <sup>th</sup> percentile by 10%			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Email, blog, website, social media, automated phone calls, backpacking notices, PTA meetings, School Leadership Team			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
IF we carefully collect and analyze student and teacher data, then we will be able to identify specific learning targets for students and professional targets for teachers. If we can identify specific learning and teaching targets for students and teachers, we can collaborate to develop the most effective methods of teaching. If we work collaboratively to develop the most effective methods of teaching students AND improving teacher practice, both students and teachers can improve in their targeted areas. If teachers AND students improve in their targeted areas, student learning will increase. If student learning increases, our students will be more successful in life.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			

We are using collaborative professional development teams to analyze student work and to provide specialized professional development to teachers.

**List the key elements and other unique characteristics of your school's SCEP.**

\* Emphasis on professional development for teachers; use of data to drive instructional and budgetary decisions; emphasis on building staff capacity through analysis of strengths and collaboration, thereby resulting in student progress.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

We have collaborative teams set up with point people. Our Inquiry team is the home base for all data analysis and professional activities that take place in the school. Teacher teams, point people and team leaders are accountable the Inquiry and School Leadership teams to ensure all activities are aligned with our goals, and to provide transparency within the school and community.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- Use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. (QR 4.1)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	---

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader’s use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

**By March 2014, administrators will conduct informal observations on 100% of teachers three times per week, and provide specific feedback using the Danielson framework components 1E, 3B, and 3C, and conference with teachers on a weekly basis to develop, meet, and reflect upon pedagogical goals, as well as to provide teachers with appropriate professional development opportunities, in order to increase the performance of ELLS and SwD by 3% on the 2014 NYS ELA and Math tests.**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Supervisors collect low inference data using the Danielson framework through weekly observations, and identify the needs of teachers in the areas of classroom management, curriculum and instruction, and differentiation of instruction for sub groups such as ELLs, SwD, and the lowest performing one third. Supervisors then provide specific feedback using the Danielson rubric, and conference collaboratively with the teacher regarding his or her pedagogical goals and areas in need of support. Finally, using the observational data, administrators match teachers with appropriate professional development opportunities. Based on the needs of each teacher, administration will provide three different levels of support.

#### **B. Key personnel and other resources used to implement each strategy/activity**

Tier 1: Peer mentors (colleagues) Supervisors identify specific areas in need of support using the framework, and facilitate opportunities for teachers to observe colleagues performing at a mastery level for that specific area.

Tier 2: Consultants (Network Support for literacy and conceptual math; Bill Richardson- ELA curriculum development; Pamela Smith- behavior management and curriculum development) In the event that further support is needed, supervisors will facilitate opportunities for teachers to meet with outside consultants for assistance in their targeted support area.

Tier 3: Outside professional development workshops (Brian Green, Creative School Services (focus on CCSS aligned curriculum development and close reading strategies; the Middle School Quality Initiative for grades 6 and 7 teachers), visits to Network pilot schools for classroom observations.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

NYS ELA and Math tests, ECLAS, snap shots, formal observations, tri annual grade wide benchmark assessments using EdPerformance

#### **D. Timeline for implementation and completion including start and end dates**

- September 2013- June 2014

<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>										
<ul style="list-style-type: none"> <li>ELA curriculum consultants and outside professional development services will be funded by PF Set Aside as well as the SINI Grant. Teachers will receive explicit support in implementing the CCSS during regular school hours. Vendor: Creative School Services (Individual consultant: 20 sessions x 6 hours per session, during regular school hours)</li> </ul>										

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
<ul style="list-style-type: none"> <li>Develop greater coherence of the school's curriculum, instructional shifts and Common Core Learning Standards across the grades to ensure higher student achievement.</li> <li>Design engaging, rigorous and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards.</li> </ul>										
<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	4, 6	<b>HEDI Rating:</b>	D			

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	<b>3.2 Enact curriculum</b>		<b>X</b>	<b>3.3 Units and lesson plans</b>						
<b>X</b>	<b>3.4 Teacher collaboration</b>			<b>3.5 Use of data and action planning</b>						

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
<b>Teachers will meet weekly to modify Common Core aligned units in order to meet the needs of ELLs, SwDs, students in the lowest third, as well as gifted students, while ensuring that all modifications remain aligned to and uphold the integrity of the Common Core Learning Standards. Additionally, adjacent grades will meet twice per month to examine and modify curriculum to ensure vertical alignment between grade levels.</b>										
<b>This will result in an increase in the growth performance of ELL, SwD and students in the lowest performing third by 3% by June 2014.</b>										

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.										
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>										
<ol style="list-style-type: none"> <li>Teachers meet at least twice per week to modify and adjust specific lesson plans within the unit, to share and analyze student work, and to ensure that all parts of the unit provide entry points for all students to engage successfully, while meet the rigorous demands of the Common Core. Teacher teams will continue to meet weekly until June 2014 to plan Common Core Aligned units, and weekly to analyze the effectiveness of implementation. These activities occur during regular school hours.</li> <li>Additionally, the MOSL team will meet with teachers from two adjacent grades to align curriculum vertically and to ensure that teachers have an acute</li> </ol>										

understanding of differences in grade level expectations under the Common Core Learning Standards. In house Professional Development teams will also develop workshops to provide teachers with the opportunity to analyze, discuss, and plan units that meet all of the standards of one grade while preparing students to succeed the following year.

3. The Creative School Service Consultant team will also provide ongoing guidance and strategies for creating entry points for all students.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teacher teams, in-house Professional Development teams, administration
2. MOSL team, teacher teams
3. Creative School Services Consultants

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 2014 NYS ELA and Math tests, EdPerformance (February and June 2014 benchmarks), NYSAA, declassifications of IEP students (relocation to least restrictive environment).
2. 2014 NYS ELA and Math tests, EdPerformance (February and June 2014 benchmarks), NYSAA, declassifications of IEP students (relocation to least restrictive environment).
3. 2014 NYS ELA and Math tests, EdPerformance (February and June 2014 benchmarks), NYSAA, declassifications of IEP students (relocation to least restrictive environment).

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher teams- regular school hours
2. MOSL TEAM 8 teachers x 10 sessions x 2 hours/session x regular per session rates; 1 supervisor x 10 sessions x 2 hours.session x regular per session rates
3. Creative School Services 20 sessions x 6 hours/ session

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	X	Grants
---	--------------	----------	---	----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

1. TL MOSL 8 teachers x 10 sessions x 2 hours per session x regular per session rates
2. Rollover lttle Correct 91 PS Pch Svc Loc rvl

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	X	PF Supporting Great Teachers & Leaders

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Improve the consistency of classroom activities to provide multiple entry points and tasks that promote high levels of thinking for all students (QR2012 Page 4)

- The school has expressed its belief in providing multiple entry points and challenging tasks as a means to meet the needs of students performing at various levels. However, this practice was inconsistent across the grades. In some classrooms lessons minimally included activities or teaching strategies designed to support in depth authentic learning opportunities for student subgroups and students performing at different levels. (QR 2012 pages 4-5)

<b>Review Type:</b> QR	<b>Year:</b> 2012	<b>Page Number:</b> 4-5	<b>HEDI Rating:</b> D
------------------------	-------------------	-------------------------	-----------------------

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

**By June 2014, 100% of teachers will use appropriate data sources, including formative and summative assessments, to design entry points and provide intervention for ELL, SPED, and students in the lowest one third, into Common Core aligned lessons, thereby increasing student engagement in the examination of rigorous text, argumentative writing, and conceptual math tasks, and also increasing performance on the ELA and Math exams by 3%.**

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers used the Item Analysis from the 2013 ELA and Math exams to identify school and grade wide trends, as well as class specific standards with which students had the most difficulty last year. Teachers then modified existing units of study to reflect an increased study of these particular standards.
- Based on the results of EdPerformance benchmark exams, teachers in grades 3-8 use Lexile scores to purposefully match text to readers when planning lessons. As a result, students will be actively engaged in the close reading of rigorous texts that are within their zone of proximal development.
- Additionally, the School Inquiry Team will use school wide data to effectively organize Academic Intervention Service groups based on students' needs. Flexible AIS groups will take place on Mondays and Tuesdays during extended day. Teacher teams will meet weekly to evaluate student progress.
- We will launch a Response to Intervention program for grades K-3, using the Academic Fountas and Pinnell Reading Intervention program. All students will be evaluated at the start of the program. Data will subsequently be used to form small Tier 2 pull out groups (3-5 students), who will work one period per day with the intervention specialist. Students who need more intensive interventions will work with the specialist in 1:1 or 1:2 groups. Students will be reevaluated every 8-10 weeks to determine progress.
- We also have implemented Expanded Learning Programs in the morning for middle school math (teacher volunteers), and three times per week after school for grades 3-8 in ELA and Math. We will also hold a Saturday Academy program for our lowest one third and ELL students.
- We have launched the Reading Recovery Program the lowest 20% of students in first grade. This intensive, data driven program provides daily one on one intervention for a 20 week cycle with a trained Reading Recovery teacher.

**B. Key personnel and other resources used to implement each strategy/activity**

- Administration, teacher teams,
- teacher teams

3. Inquiry Team
4. RTI team
5. After School teacher teams
6. Reading Recovery teacher

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 2014 NYS ELA and MATH exams, NYSESLAT, EdPerformance benchmarks, student work samples
2. 2014 NYS ELA and MATH exams, NYSESLAT, EdPerformance benchmarks, student work samples
3. 2014 NYS ELA and MATH exams, NYSESLAT, EdPerformance benchmarks, student work samples
4. RTI program assessment data
5. 2014 NYS ELA and MATH exams, NYSESLAT, EdPerformance benchmarks
6. Observation Survey, student work samples

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014
5. November 2013-April 2014
6. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher- Regular school day (Rally! Rehearsal Materials)
2. Teacher- regular school day
3. Inquiry Team- 8 teachers x 30 sessions x 2 hours/ session x teacher per session rate (Rally Rehearsal Materials)
4. Teacher- Regular school day (Fountas and Pinnell Intervention Kit)
5. ELT- 10 teachers x 18 weeks x 6 hours per week (Rally! Rehearsal Materials)  
ELT- 6 teachers x 10 weeks x 6 hours per week (Rally! Rehearsal Materials)
6. Teacher-regular school day (Supplies: student writing journals, corrective tape)

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	X	Title IA	Title IIA	Title III	Grants
---	--------------	----------	---	----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.  
QR 3.4

<b>Review Type:</b>	QR	<b>Year:</b>	2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
---------------------	----	--------------	------	---------------------	---	---------------------	---

#### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

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

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

Once per week, students will participate in programs that enhance their social and emotional health, and connect academic skills to authentic life experiences in order to increase the percent of the lowest third of students at the 75th Growth Percentile in ELA from 70.3% to 75%, and in Math from 61.2% to 65% by June 2014.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

*UMOJA Network for Young Men*

Targeted male students are exposed to instruction centered on their personal growth and development. The program is focused on developing leadership skills in young men. Students record their views and opinions in journals.

##### **B. Key personnel and other resources used to implement each strategy/activity**

- Erik Nolan, UMOJA Network for Young Men

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

NYS ELA exam 2013, decreased incident reports and suspension rates, EdPerformance final June 2013 benchmark assessment, periodic conferences with teachers and school staff regarding behavior and academic progress of participating students.

##### **D. Timeline for implementation and completion including start and end dates**

- January 2014-June 2014

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Consultants \$10,000 PF Set Aside

#### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
---	--------------	--	----------	--	----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

**According to the 2013 Learning Environment Survey, approximately one out of every three parents reported that they were invited to an event at school (workshop, program, performance, etc.) only 1-2 times per year.**

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
---------------------	-----------------------------	--------------	------	---------------------	---	---------------------	---

#### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
X	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

#### **Annual Goal #5**

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

**Parents will participate in monthly activities that foster partnerships with the school to promote student learning, provide information and resources regarding student academic and emotional health. This will result in a 33% increase in parents who report that they are invited to an event at school 5 or more times on the 2014 Learning Environment Survey in May 2014.**

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

##### **A. Strategies/activities that encompass the needs of identified subgroups**

We have developed a Parents as Partners team to reach out to parents weekly and to initiate phase 1 of our Parent Training Academy. In 2013-2014, we will host Common Core Parent Workshops; weekly parent meetings with the parent coordinator and the Parents as Partners team; ESL parent workshops, and a Dial a Teacher bilingual parent workshop. In addition, we will hold monthly PTA meetings and develop our school website through which to better inform parents of school wide events.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator, PTA members, Family Worker, Principal and administration, Leadership team

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

PTA meeting parent attendance, parent workshop attendance, the 2014 Learning Environment Survey

##### **D. Timeline for implementation and completion including start and end dates**

September 2013-June 2014

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. We will use Title 1 Parent Involvement and Parent Engagement funds.

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
---	--------------	--	----------	--	----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

--	--	--	--	--	--	--	--	--	--	--	--

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	RALLY intervention and test preparation program	Small Group	After school 3 times per week
<b>Mathematics</b>	RALLY intervention and test preparation program	Small Group	After school 3 times per week
<b>Science</b>	Science- close reading	Small Group	AIS extended day 2 times per week
<b>Social Studies</b>	Social Studies- close reading	Small Group	AIS extended day 2 times per week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Interactive Writing	Small Group	During the school day

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

- Teachers are allotted 60 minutes weekly to plan in content areas. During these sessions, teachers create unit plans, plan cohesive lessons, share best teaching practices, research and share resources, analyze data, create short term goals using current data, discuss student progress and receive professional development.
- Teachers meet weekly to discuss grade wide concerns, including academic, attendance, and behavioral concerns. Teachers create action plans to solve problems on a grade wide, as well as individual student basis.
- Teachers are provided with immediate, constructive feedback using the Danielson framework, after both formal and informal observations, with the intention to build upon areas of strength and improve areas of weakness.
- Teachers are interviewed by a team of administrators and teachers to ensure a positive cultural fit.
- Teachers with proven track records as indicated by ratings, and student progress are recruited.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Teachers are given multiple professional development opportunities through both private consultants visiting the school, and programs outside of the building. Teachers are also given access to attend high quality Common Core professional development weekend sessions through Creative School Services, as well as access to PD 360 for self selected Professional Development.
- Additionally, PS/IS 308 follows the Ed Camp theory of staff development. We are developing an in-house Teacher Training Institute, whereby teams of teachers collaborate around a common pedagogical strength or interest, attend outside workshops and then turnkey information to the staff. These teacher team members act as resources for the entire staff and participate in instructional walks.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our Parents as Partners team will use funds for Students in Temporary Housing to provide basic hygiene and emergency supplies, as well as additional counseling services and academic support after school.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL team met 6 times to examine the assessment options and then presented their decisions to the staff as a whole. Teams of teachers work in conjunction with the administration when determining which specialized assessments will yield the most useful data for designing instruction.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## 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 PS/IS 308, the Clara Cardwell School. Therefore, the Clara Cardwell 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. Clara Cardwell 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;

Clara Cardwell'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 Clara Cardwell.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of Clara Cardwell'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, PS/IS 308 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about Clara Cardwell'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;

Clara Cardwell 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

PS/IS 308, the Clara Cardwell School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>308</b>
School Name <b>Clara Cardwell</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>George Patterson</b>	Assistant Principal <b>Joan Pantin</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Lorianne Taylor</b>	Guidance Counselor <b>Ms. Bailey</b>
Teacher/Subject Area <b>Ms. Gomez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Clarke</b>	Parent Coordinator <b>Mr. Thomas</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>464</b>	Total number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>4.31%</b>
--	------------	----------------------	-----------	---	--------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	1	1		3	2	2	2	2	2					15
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6		2	8		4	6		3	20
Total	6	0	2	8	0	4	6	0	3	20

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2	2	1	1	3	3					12
Chinese														0
Russian														0
Bengali		1			1	1								3
Urdu														0
Arabic														0
Haitian														0
French					1	2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
<b>TOTAL</b>	0	1	0	3	4	5	1	3	3	0	0	0	0	20

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0					1		1						2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1		2	3			1	2					9
Advanced (A)				1		4	1	1	1					8
Total	0	1	0	3	3	5	1	3	3	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	2				2
6					0
7					0
8		2			2
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5	2								2
6									0
7									0
8	1								1
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The school uses E-CLAS-2 Assessment to assess the ESL students in grades K-2. Ed Performance and Rally Rehearsals in Reading are used in grades 3 -8. The data from these assessments helps in grouping the students according to their levels. The teachers will then tailor their instructional plans according to the needs of the students. This will then give support to their writing/reading/speaking and listening skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. They are struggling with higher order reading comprehension skills. Drawing conclusions, main idea, context clues and inferencing continue to be the areas in need of improvement. The information from the data has been used to implement a variety of intervention programs that will help students improve their reading and writing scores in ELA and Mathematics.  
NYSESLAT  
The NYSESLAT data shows that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. Some of the ELLs Special Education students who have not improved have difficulty in writing and reading comprehension.  
After a review of their NYSESLAT data, the patterns revealed the following:  
Most students have better scores in listening and speaking, all students experience difficulties in reading and writing. This is the case of the ELLs at the intermediate and advanced.  
The ESL teacher reviews the results from these assessments from the previous year in the modalities which are reading, listening writing and speaking to assess each learner's progress. It was concluded that students fall behind in the writing due to the lack of vocabulary and syntax miscues. This occurs because of their native language syntax is different and transferring this is difficult for the students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
N/A
4. For each program, answer the following:
  - a. 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?Currently our school is not parting in the ELL Periodic Assessments. This assessment we will look into in the future.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
The school uses the data from E-CLAS-2, Ed. Performance and Rally to plan instruction for those students who are deficient in reading and writing. The Rally and Ed Performance mirror the state examination. These tests give the students practice on the format of the examination. The results from these tests are used by the teacher to plan instruction and to group these students. The teacher looks at the skills to see where the students are deficient from those examinations. Most of the instruction is done individually or in small groups by the teacher based on the analysis of the result.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The ESL teacher works closely with the classroom teacher incorporating small group instruction to reinforce and develop specific skills related to language acquisition and comprehension. The ESL teacher maintains ongoing communication with the classroom teachers and other support services regarding each student. The history of the child's background is taken into consideration and all content subject teachers differentiate their instruction to meet the needs of the ELL students.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P.S. 308 utilizes a series of assessment tools to assess the early literacy of our ELL students. In grades K-2, E-CLAS 2, Core Knowledge and teacher- made assessments are used. In grades 3-8 Ed. Performance, Rally Assessments, Running Records and teacher- made assessments are utilized.

The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. Drawing conclusions, main idea, context clues and inferencing and writing continue to be the areas in need of improvement.

The information from the data has been used to implement a variety of intervention programs. The afterschool program for Math and Literacy has been implemented for those students and in grades 3 - 8 and a K-2 afterschool program will be implemented by the end of January, 2014.

NYSESLAT

NYSESLAT data shows that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers. Some of the ELLs Special Education students who have not improved have difficulty in writing and reading comprehension. After a review of their NYSESLAT data, the patterns revealed the following:

- Most students have better scores in listening and speaking
- All students experience difficulties in reading and writing.

This is the case of the ELLs at the intermediate and advanced. After looking at the Long Term ELLs scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level of proficiency.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 .All students must be screened upon entering school to determine whether or not they need language support services. All parents of new public school enrollees in NYC are required to take the Home Language Identification Survey (HLIS).The survey consists of an informal interview in English and native language if necessary. At the time of this interview, the parent and student are asked questions to measure their levels of English proficiency. The support of a licensed teacher is important to make sure tht the interview results reflect parent preferences and that the students information is correct. The HLIS is administered by Ms. Pantin, Ms. Bailey, or by the ESL teacher.  
 Each child's home language is entered in ATS. The revised Language Assessment Battery (LAB-R) is used to identify and place new ELLs. It is determined only once to a student to determine his/her eligibility for instructional services for English Language Learners (ELL). All LAB – R eligible new entrants must be tested no later than ten school days after the date of enrollment. The entire process needs to be administered by a pedagogue. The LAB-R is submitted to the borough testing administrator. Parent survey and selection forms are completed after a parent has received a formal orientation to all the programs the Department of Education offers to support ELLs. Copies of these forms must be maintained for all ELLs and every effort should be made to track down these documents from prior schools.

The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the NY State Education Department to measure the progress of English language skills in listening, speaking, reading and writing and determine proficiency levels (beginning, intermediate, advanced). Understanding NYSESLAT scores helps administrators and educators maximize ELL services and instruction to meet the varying needs of ELLs at their schools. Primarily, NYSESLAT scores identify who should continue to receive ELL services. However, they also help educators determine ELLs' English language proficiency levels. All ELLs that continue to receive services based on the NYSESLAT scores should receive an annual continuation letter at the beginning of the year. A copy of these letters is kept on file. The NYSITELL exam has replaced the LABR and will be used to determine eligibility for mandated instructional services.

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.  
Our English as a Second Language (ESL) certified teacher, Ms. Taylor and Joan Pantin, Assistant Principal are responsible for conducting the initial screening. Once the HILS has been completed and the child is a potential English Language Learner (ELL), our ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to identify the child as an English Language Learner or English Proficient.  
In order to enable parents to make sound decisions as to which program best meets the needs of the child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes the various programs for English Language Learners. (Transitional Bilingual Educational, Dual Language and Freestanding English as a Second Language) Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. If there are enough students to form a bilingual class or enough parents of eligible students requesting a bilingual program, our school has to create the appropriate program. Students are given the choice to opt for another school in the district and the school is responsible to contact the alternate school that offers a bilingual program for transfer options. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Letters will be mailed and phone calls will be made to inform parents of the TBE and Dual Language Programs when they become available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Each year, the NYSESLAT assessment is given to all ELL students and continuation letters are sent to inform parents. The parent letters are kept on record along with a copy in each student's cumulative folder. The ESL teacher will review the parent choice letters, if there are 15 choices in two contiguous grades that are made by parent for a Transitional Bilingual Education or Dual Language Program, the school has to open a bilingual program according to CR Part 154. If a parent chooses a program that is not currently available in the school, the school has to provide the transfer option and assist the parent in transferring the child to a school with that program. The guidance counselor will assist the parent in making this transition. The parent choice letter is then placed in the student's cumulative folder along with the HLIS.
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.  
. All new admits who are found to be ELLs and are new to the school system have entitlement letters which are in multiple home languages mailed to their home address. These include a Parent Survey in the home language. These indicate the student's level (beginner, intermediate or advanced). In our case, it is a free-standing ESL program. The ESL students go to the ESL teacher's classroom. If 15 choices in two contiguous grades are made by parents for a Transitional Bilingual Education or Dual Language Program, the school has to open a bilingual program according to CR Part 154. If a parent chooses a program that is not currently available in the school, the school has to provide the transfer option and assist the parent in transferring the child to a school with that program. The guidance counselor will assist the parent in making this transition.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher, Ms. Taylor and the testing coordinator, Ms. Pantin adhere to all of the testing windows and regulations of the NYSESLAT and begins each part as soon as possible to ensure that all students take each part. A testing schedule is generated and students are informed of when they will be taking each part of the test. Teachers of ELLs are informed of the testing periods and will send the students to the appropriate classroom for testing. Phone calls are made to the parents of students who missed a section of the test. Extensive efforts are made to provide make-up sections for those students who missed a part of the exam. It is the ESL teacher, Ms. Taylor and the testing coordinator's responsibility to ensure that all students are tested.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- .The trend in the program choices requested by parents is the ESL Free standing program. This program is aligned with the parent request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

2a. PS/IS 308 has a Freestanding ESL Pull-Out program. In the ESL program, we have 20 students from K to 8th grades. They range from newcomers to the advanced level of proficiency. They all receive 45 minutes of ELA instruction daily. Depending on their proficiency level, they receive 180 minutes to 360 minutes a week of ESL Pull-Out instruction as mandated by CR Part 154. The goal of our ESL program is to foster English proficiency in a supportive classroom environment. Our ESL teacher is fully certified. In our program the students travel together as an ungraded class with mixed proficiency levels. ESL instruction is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers' Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of gathering the seed idea, drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support, other visuals, modeling, bridging, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development. Instruction in the content area is taught in English. All of our students in the elementary grades receive 45 minutes of ELA instruction daily. Students in 7th to 8th grades receive 90 minutes of ELA instruction. Early Childhood in K-2nd grades implement the Core Knowledge pilot Program. In every unit students are provided opportunities to sing, listen to music, play, act, read and write, draw, paint, and make objects. The main component of the program is phonemic awareness. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemical awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

1b. ESL students are grouped heterogenously. They are taught by a licensed teacher. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced groups as per their scores on the exam.

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)?

The ESL students receive 45 minutes of ELA instruction daily. Depending on their proficiency level, they receive 180 minutes to 360 minutes a week of ESL Pull-Out instruction as mandated by CR Part 154. Class sizes are small and this will allow for more personalized attention for the individual student from the teacher. The teacher provides a schedule for the student's weekly mandated minutes. The assistant principal will review to make certain that all the students' mandated minutes are accounted for.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL program is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers' workshop are utilized to support second language literacy for our students. Vocabulary and word study are also taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support and other visuals, modeling, flash cards and the use of manipulatives are some of the scaffolding techniques that are being implemented to enhance second language development. Instruction in the content area is taught in English. Early Childhood in grades K -2 implement the Core Knowledge Program. The Skills strand teaches reading and writing in tandem. The lessons support reading related to phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics, writing structure and processes on a daily basis. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill

friendly phonemic awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

Scaffolding techniques such as: visuals, hands-on activities, development of prior knowledge, modeling, Think-Pair-share strategy and the use of graphic organizers are some of the techniques that support instruction for all students.

In grades 3-8, the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL students. In those classroom where a bilingual teacher is present, students receive support in their native language.

Content area instruction is delivered in English using ESL methodology to support second language learners. Students work in flexible groups to differentiate instruction. Students are engaged in 'Accountable Talk' to develop their listening and critical thinking skills. In all the classrooms, the students have access to technology to assist them in achieving proficiency..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ESL classes are taught in English. The students also have access to word-to-word translation dictionaries and in those classes where a bilingual teacher or paraprofessional is present, students receive support in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Classroom assessments and student conferences are conducted to evaluate student progress in the four modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Content area instruction is delivered in English using ESL methodology to support second language learners. Students also work in flexible groups. The use of manipulative is incorporated into their activities. The ESL teacher attends grade level meetings through the school year to discuss strategies and best practices that teachers can use in the classroom to assist the ESL students. The use of manipulative is incorporated into their activities. Visuals are used to clarify meaning and to enrich language development. The school has in addition, the after school programs in Literacy and Mathematics and Academic Intervention Services. Special Education ELLs receive all services in either self-contained or integrated classrooms as per IEPs. Alternative Assessment is also done for ELLs where appropriate. Technology will be used in all classrooms to assist these students achieve proficiency. Assessing progress occurs on an ongoing basis by the ESL teacher and also by the regular classroom teachers. Formative assessments serve to guide the teachers in helping the students during regular class as well as in the after school programs.

6a. The school will offer SIFE ELLs speech and literacy services where identified by the School-based Support Team. The instruction for SIFE students will be differentiated. SIFE students will also be pulled out to receive intervention in language skills. The teacher will assign a 'Buddy' who has had more formal instruction during the regular school day. The classroom activities will be based on prior knowledge on given topics to check for students' comprehension and there is an emphasis on real-life situations and problems that require higher order thinking skills. In Science: scales, thermometers, computers, and other instruments are used to assist the ELLs subgroups.

In Mathematics: blocks, based ten materials, geometric shape sets, fraction pieces, calculators and rulers are some of the variety of tools to make content more comprehensible.

In Social Studies: maps, globes, technology, rulers and graphic organizers.

In all classrooms, technology will be incorporated to assist them in achieving proficiency.

6b. The above listed services (6) are offered to newcomers (receiving services less than 3 years).

6c. The above listed services (6) are offered to ELLs receiving services 4 - 6 years.

6d. The above listed services (6) are offered to long-term ELLs receiving services 4 to 6 years.

6e. The above listed services (6) are offered to former ELLs.

7. 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?

Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. The content-based text books and workbooks are utilized in the classroom. There is collaboration among the ESL teacher, classroom teacher and the IEP contact person. The subject area teachers include a variety of practices to support these students. Some of these are the use of graphic organizers, brainstorming, vocabulary building, journals entries, semantic maps, turn and talk, think, pair and share, the writing process, visualization, story-telling through pictures and illustrations for beginners. Student conferences, teacher observations and grade-level assessments are also used by the teachers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular materials are chosen to meet the needs of ELLs-SWDs. The teachers differentiate the lessons to meet their needs.

In our program the students travel together as an ungraded class with mixed proficiency levels. ELL-SWDs instruction is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers' Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL-SWD students. Graphic organizers, picture support, other visuals, modeling, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development.

Instruction in the content area is taught in English. Early Childhood in K-2nd grades implement the Core Knowledge Program. The Skills strand in this program teaches reading and writing in tandem. The lessons support reading related to phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics, writing structure and processes on a daily basis. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemic awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemic awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

Scaffolding techniques such as: visuals, hands-on activities, development of prior knowledge, modeling, Think-Pair-share strategy and the use of graphic organizers are some of the techniques that support instruction for all students.

In grades 3-8 the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, bridging, modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL-SWD students. In those classrooms where a bilingual teacher is present, students receive support in their native language.

Content area instruction is delivered in English using ESL methodology to support second language learners.

The use of manipulatives include:

In Science: Scales, thermometers, computers, measuring cups and other tools are used.

In Mathematics: blocks, base ten materials, geometric shape sets, fraction pieces, calculators, rulers are some of the variety of tools to make content more comprehensible.

In Social Studies: maps, globes, technology, rulers and graphic organizers. In all the classrooms, the students have access to technology to assist them in achieving proficiency.

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

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

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

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

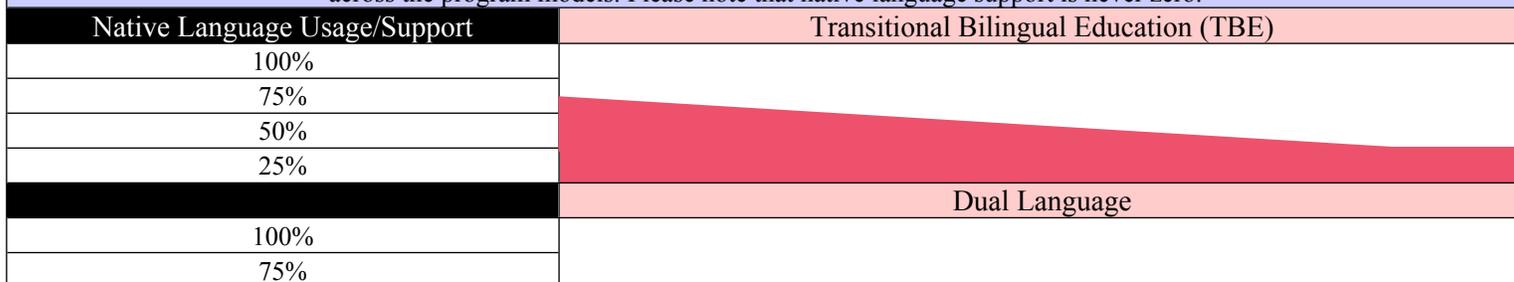
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.
- In order to support learning and foster community involvement, we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL students and use scaffolding techniques to support the ELL population in the school. These include: After-school Program. This takes place on Mondays, Tuesdays and Wednesdays from 3:30 p.m. to 5:30 p.m. and on Thursdays from 2:30p.m. to 4:30 p.m. This program focuses on ELA and MATH instruction. A K -2 after school program will be implemented in February. The program will take place on Mondays from 3: 30 p.m. to 5:30 p.m. and on Thursdays from 2:30p.m. to 4:30 p.m. The focus of this program is :Phonics, Reading, Math and Writing.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the ELL students reaching proficiency, the ESL teacher continues transitional support for 2 years. The transitional support includes the following items:
- ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.
  - The ESL teacher offers support by conferencing with students in and outside the classroom.
  - The ESL teacher offers guidance and level appropriate materials to assist students with final projects and assignments.
  - All students are invited to participate in the Academic Intervention Services at our school.
  - Teachers meet at least twice per week to modify and adjust instructions, share and analyze student work and to ensure that they are meeting the demand of the Common Core Learning Standards.
11. What new programs or improvements will be considered for the upcoming school year?
- The school administrators are considering improving the ESL program by purchasing new ESL materials and software programs. This year, the school has a Response to Intervention program for grades K - 3, using the Academic Fountas and Pinnel Reading Intervention program The school has also implemented an Expanded Learning Progrms in the morning for the middle school students..
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All English Language Learners are invited to participate in all of our school programs and activities. There is the afterschool program with the focus in Literacy and Math. For the K - 2 students, the after school program will focus on Phonics, Reading and Writing. We reach out to our community at large through letters and phone calls. Our parent coordinator plays an important role in promoting our services to parents.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Multiple texts, English Languish dictionaries, classroom reading libraries, manipulative, math and reading internet websites,as well as videos, audio CDs, overhead projectors, maps, globes,Elmos and computers are used to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All instruction is in English. Translators are available for parent meetings and IEP meetings. Our teachers who speak a native language other than English provide native language support to students when needed through conferencing with the students and during independent work.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All the required services and resources correspond to the ELLs ages and grade levels. The students are grouped according to their levels and grades and they work collaboratively on activities. The materials are also differentiated to need the needs of the students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There are no activities before the beginning of the school year. However, in the beginning of the school year, there is 'Curriculum

Night' where parents meet with the teachers. At this time, topics such as the Curriculum, the Common Core Learning Standards, Assessments, school expectations After school programs and extracurricular activities are discussed.

18. What language electives are offered to ELLs?

There are no language electives offered at the school at this time.

19. For schools with dual language programs:

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

N/A.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

#1. In order to ensure that all students meet the common core learning standards, our ELL staff member will participate in professional development. These professional development workshops are given by the CFN, DOE or in-house by experienced teachers to explore best practices in teaching and learning for ELLs. The ELLs staff member will also meet in grade level team meetings, across grade level team meetings, or by content area team meetings throughout the year.

#2. Some of the PDs will be based on the Common Core shifts in Literacy and Math. There will also be PDs on how to differentiate instruction, assessment and evaluation and critical thinking strategies, Core Knowledge, Charlotte Danielson and Technology. These are some of the topics that will be covered.

#3. Translators will be available for the ELL staff member. There is an orientation in which the guidance counselor addresses all students and parents on attendance, academic intervention services, curriculum and other issues that are relevant to their needs.

#4. All staff members are encouraged to attend school-based professional development and those given by the CFN and DOE to meet the 7.5 hours of ELL training as per Jose P.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  - #1. Parents are involved in the PTA. Parents are invited to all activities that are taking place in the school. Mr. Thomas, Parent Coordinator conducts workshops for all parents within our school community.
  - #2. There are no partnerships at this time, but ELL parents are referred to agencies by the parent coordinator or the guidance counselor.
  - #3. Their needs are evaluated by having individual conferences with them. Discussions at meeting with the parent coordinator and phone calls are made by teachers.
  - #4. The information from the formal and informal communication with parents will assist us addressing the needs of the parents. Training parents to become Learning Leaders was created. Those parents who completed the training became qualified to become in-class parent volunteers.

## E. 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.

Our school has developed a 'Parent as Partners' team to reach out to parents weekly to get involved in our Parent Training Academy'. In 2013-2014, we will host Common Core Parent Workshops, weekly parent meetings with the parent coordinator and the Parent as Partners team and ESL parent workshops. In addition to the monthly PTA meetings, our school will develop a website to better inform parents of schoolwide events. Our school will continue to strongly target language development across the grade and content areas and create opportunities for active and meaningful engagement.

During the extended day sessions, identified SIFE students will receive instruction that will target foundational literacy skills.

## Part VI: LAP Assurances

**School Name: Clara Cardwell**

**School DBN: 16k308**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: **16K308** School Name: **Clara Caldwell School**

Cluster: **1** Network: **CFN 112**

**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.

At the beginning of each year any new student entering the New York City school system for the first time completes the HLIS form as part of their Registration packet. On part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. The Parent Survey, and the DOE blue cards are distributed to every student's home inquiring about preferred oral and written language for their communications. Of the 464 students this year, Spanish, Bengali, French, and Fulani parents requested translation of written documents. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, Continued Entitlement letters, etc.) already come translated and are provided in the appropriate and requested languages, Spanish, and English. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, for any parent calling in, or coming in, for information about their child.

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.

Once the Parent Survey and Bluecards are returned to the school the information is turn-keyed for the SLT. who compile a needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. This year the majority of our requests for translation are for Spanish, Fulani, French, and Bengali.

## 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 DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical staff members, as well as by the office staff, Dean, and Guidance Counselors, in Spanish, French, Fulani, and Bengali. When feasible DOE Translation and Interpretations Service is contacted when translation is needed for longer documents and in other languages.

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 can be provided in Spanish, French, Fulani, and Bengali by various pedagogical and non-pedagogical staff members, office staff, Dean, and Guidance Counselor. In addition parent volunteers can also provide oral translation in Spanish. Other languages are available for translation using the New York City Department of Education Language Interpretation Services.

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>.

All DOE documents and parent notifications are translated and provided in various languages. A sign is posted at the front of the school, in various languages, indicating that translation services are available. DOE Translation and interpretation Services are available upon request for languages other than those supported by school staff.