



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EAST NEW YORK FAMILY ACADEMY

DBN (i.e. 01M001): 19K409

Principal: ANTHONY YARD (I.A.)

Principal Email: AYARD3@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: GERARD BEIRNE

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
Anthony Yard	*Principal or Designee	
Valrie Wauchope	*UFT Chapter Leader or Designee	
Geraldine Ector Khan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sadiq Abdul Aranxta Roach	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kristine Bennett	Member/ Teacher	
Vronski Mesidor	Member/ Parent	
Shanti Samlall	Member/ Parent	
Sangene Yearwood	Member/ Parent	
Barbara Caraby Thomas	Member/ SLT Chair/Teacher	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 80% of ENYFA students will become proficient in the use of citing evidence to support their claims verbally and in written form.

Comprehensive Needs Assessment

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

Based on the results of our 2012-2013 Progress Report, the NYS exams, and an alumni survey, we found that our students were not mastering ELA skills as outlined in the Common Core State Standards. In order to prepare our students to be college and career ready, we found it necessary to place an emphasis on student's literacy skills as it relates to reading comprehension and the citation of evidence in their reasoning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers will continue to explore ways to implement pedagogical practices that will increase student understanding, fluency and application of key concepts in Math; and increase student capacity to ground their reading, writing, and discussion in evidence from the text in ELA, History, and Science.
2. Curriculum units will provide points of access for all students and culminate in a performance task aligned with the Common Core.
3. Each unit of study in ELA, History, and Science will require students to ground reading, writing, and discussion in evidence from text.
4. All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of their professional learning community.
5. Department and grade level teams will examine student work from the 2012-13 school year and the current school year to understand gaps in the reading comprehension of their students and the citation of evidence in their reasoning.
6. School leadership will meet with teachers and their PLCs on a regular basis and coordinate this work across the grades.
7. Teachers will have additional opportunities to earn per session for curriculum planning and task design that addresses the reading comprehension of their students and the citation of evidence in their reasoning.
8. Schedule common planning time for departments and grade levels.
9. Review units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work within in each department and grade level.
10. Teachers will include more text-based learning tasks in their lessons so students can practice using evidence to support their claims.
11. Teachers will incorporate the use of online programs to support student proficiency during and after school hours.

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

1. Teachers and Administrators
2. Network and Central Support Staff
3. School-Based Professional Learning Communities
4. Advance
5. MOSL
6. MOTP
7. Danielson
8. Talent Coaches

9. EngageNY
10. ARIS Learn
11. Atlas Rubicon
12. Common Core Learning Standards
13. Per Session
14. Professional Development

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

1. 80% of students will be able to pass common core aligned assignments that require the use of evidence in verbal and written activities as measured by common core aligned rubrics.
2. 80% of students who take the common core aligned ELA Regents this school year will earn a passing grade of 65 or greater, and a score of 55 or greater for IEP students.

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

1. September 2013 to June 2014.

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

1. Scheduled Professional Periods
2. Scheduled Internal and External Professional Development Opportunities
3. Teacher Observation Process (MOSL/MOTP, Options 1 and 2)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- ensure families are aware that all students are being challenged this year to complete more difficult work
- prepare students to be successful in the world beyond school and encourage families to support their children in rising to this new challenge.
- continue to share evidence of student progress with families.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I School Wide Programs
 - Reduced Class Size
 - Professional Development

- Parent Involvement
- Contract for Excellence
 - Reduced Class Size
- Tax Levy Fair Student Funding
 - PM School (Budget Permitting)
 - Saturday Academy (Budget Permitting)
 - Citywide Instruction Expectations
 - Measures of Student Learning
 - Core Curriculum Support
 - ELA/Math Student Support (MS Only)
 - Parent Teacher Conferences (MS Level 1 Students)
- ARRA RTTT Data Specialist Support
- NYSTVP Voucher Program
- AIDP
- AP Expansion Grant Funded NMSI Initiative
- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.
- Funding allocations where available will be used to appropriately support the Chancellor's Expectations.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of ENYFA pedagogues will be able to effectively use assessment in their instruction as measured by the Danielson Rubric for Teaching.

Comprehensive Needs Assessment

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

Assessment is a critical part of the instructional process in the classroom. Teachers who are using assessments consistently to inform their instruction will be able to capture the readiness levels of their students, and be able to provide the necessary academic interventions.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will continue to explore ways to implement pedagogical practices that will increase student understanding, fluency and application of key concepts in Math; and increase student capacity to ground their reading, writing, and discussion in evidence from the text in ELA, History, and Science.
2. Curriculum units will provide points of access for all students and culminate in a performance task aligned with the Common Core.
3. Each unit of study in ELA, History, and Science will require students to ground reading, writing, and discussion in evidence from text.

4. All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of their professional learning community.
5. Department and grade level teams will examine student work from the 2012-13 school year and the current school year to understand gaps in the reading comprehension of their students and the citation of evidence in their reasoning.
6. School leadership will meet with teachers and their PLCs on a regular basis and coordinate this work across the grades.
7. Teachers will have additional opportunities to earn per session for curriculum planning and task design that addresses the reading comprehension of their students and the citation of evidence in their reasoning.
8. Schedule common planning time for departments and grade levels.
9. Review units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work within in each department and grade level.
10. Teachers will include more text-based learning tasks in their lessons so students can practice using evidence to support their claims.
11. Teachers will incorporate the use of online programs to support student proficiency during and after school hours.

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

1. Teachers and Administrators
2. Network and Central Support Staff
3. School-Based Professional Learning Communities
4. Advance
5. MOSL
6. MOTP
7. Danielson
8. Talent Coaches
9. EngageNY
10. ARIS Learn
11. Atlas Rubicon
12. Common Core Learning Standards
13. Per Session
14. Professional Development

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

80% of ENYFA pedagogues will earn a rating of “effective” as measured by the Danielson Teaching Rubric for Competency 3d- Using Assessment in Instruction.

4. Timeline for implementation and completion including start and end dates

September 2013 to June 2014.

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

1. Scheduled Professional Periods
2. Scheduled Internal and External Professional Development Opportunities
3. Teacher Observation Process (MOSL/MOTP, Options 1 and 2)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- 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.
- ensure families are aware that all students are being challenged this year to complete more difficult work
- prepare students to be successful in the world beyond school and encourage families to support their children in rising to this new challenge.
- continue to share evidence of student progress with families.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I School Wide Programs
 - Reduced Class Size
 - Professional Development
 - Parent Involvement
- Contract for Excellence
 - Reduced Class Size
- Tax Levy Fair Student Funding
 - M School (Budget Permitting)
 - Saturday Academy (Budget Permitting)
 - Citywide Instruction Expectations
 - Measures of Student Learning
 - Core Curriculum Support
 - ELA/Math Student Support (MS Only)
 - Parent Teacher Conferences (MS Level 1 Students)
- ARRA RTTT Data Specialist Support
- NYSTVP Voucher Program
- AIDP
- AP Expansion Grant Funded NMSI Initiative
- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.
- Funding allocations where available will be used to appropriately support the Chancellor’s Expectations..

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 80% of ENYFA pedagogues will be able to demonstrate effective communication with families as measured by the Danielson Rubric for Teaching.

Comprehensive Needs Assessment

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

The ability of a teacher to educate a child is increased when there is active involvement by parents. In order to establish parent partners at ENYFA, teachers must regularly provide feedback to parents about their child's progress in the course.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Online Gradebook System (Pupilpath/Skedula/Datacation)
2. Phone Messaging system (Global Connect)
3. Backpacking Notices
4. PTA Meetings/Informational Workshops
5. SLT Meetings
6. Schoolwide Events
7. Schoolwide Mailings
8. Openhouse Meetings
9. Open School Afternoon and Evening (Fall and Spring)

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

1. Teachers and Administrators
2. Network and Central Support Staff
3. School-Based Professional Learning Communities
4. Advance
5. MOSL
6. MOTP
7. Danielson
8. Talent Coaches
9. EngageNY
10. ARIS Learn
11. Atlas Rubicon
12. Common Core Learning Standards
13. Per Session
14. Professional Development

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

80% of ENYFA pedagogues will earn a rating of “effective” as measured by the Danielson Teaching Rubric for Competency 4c – Communicating with Families.

4. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014.

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

1. Scheduled Professional Periods
2. Scheduled Internal and External Professional Development Opportunities
3. Teacher Observation Process (MOSL/MOTP, Options 1 and 2)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- ensure families are aware that all students are being challenged this year to complete more difficult work
- prepare students to be successful in the world beyond school and encourage families to support their children in rising to this new challenge.
- continue to share evidence of student progress with families.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I School Wide Programs
 - Reduced Class Size
 - Professional Development
 - Parent Involvement
- Contract for Excellence
 - Reduced Class Size
- Tax Levy Fair Student Funding
 - PM School (Budget Permitting)
 - Saturday Academy (Budget Permitting)
 - Citywide Instruction Expectations
 - Measures of Student Learning
 - Core Curriculum Support

- ELA/Math Student Support (MS Only)
- Parent Teacher Conferences (MS Level 1 Students)
- ARRA RT Data Specialist Support
- NYSTVP Voucher Program
- AIDP
- AP Expansion Grant Funded NMSI Initiative
- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.
- Funding allocations where available will be used to appropriately support the Chancellor’s Expectations..

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
6.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day • Regular School Day • Regular School Day • Regular School Day
Mathematics	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day • Regular School Day • Regular School Day

	<ul style="list-style-type: none"> State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction 	<ul style="list-style-type: none"> • Regular School Day
Science	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day
Social Studies	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00

	Permitting) <ul style="list-style-type: none"> • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction 	<ul style="list-style-type: none"> • Regular School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Mandated Related Services • Counseling, Individual and Small Group • Non-mandated counseling, individual and small group • Weekly Girls Group and Boys Group 	<ul style="list-style-type: none"> • Guidance Counselor • Guidance Counselor • Guidance Counselor • Advisory 	<ul style="list-style-type: none"> • Regular School Day • Regular School Day • Regular School Day • Regular School Day

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

A. 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.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. • The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Effective teachers are assigned to support struggling and un-qualified teachers. • Title I 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified if necessary.

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).
<ul style="list-style-type: none"> • Teachers will participate in weekly professional development sessions and inquiry work to further develop the instructional strategies and activities articulated in goals 1 through 3.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
\$100 of Title I funding is allocated for each student in temporary housing to provide school for school supplies. Also see budget and resources alignment under goals 1 through 5.

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.
Teachers will participate in weekly professional development sessions and inquiry work to further develop the instructional strategies and activities articulated in goals 1 through 3.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 19	Borough Brooklyn	School Number 409
School Name type here		

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 Anthony Yard	Assistant Principal Robert Hornik
Coach type here	Coach type here
ESL Teacher Ana Auzina	Guidance Counselor type here
Teacher/Subject Area type here	Parent Geraldine Ector-Khan
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	6	ELLs as share of total student population (%)	1.28%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	1		1				3
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	0	1	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	6
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	4

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						2			4	0
Total	0	0	0	0	0	2	0	0	4	0

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
Spanish							2	1		3				6
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	2	1	0	3	0	0	0	6

*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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)										1				1

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	1						2
Advanced (A)							1			2				3
Total	0	0	0	0	0	0	2	1	0	3	0	0	0	6

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				3
6					0
7					0
8	3				3
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									0
5	3								3
6									0
7									0
8	3								3
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		1		1				3
8	2		1						3
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.

MOSL Baseline Assessments
Scantron
Schoolnet
Castle Learning
ARIS
Datacation
AMAO Title III Estimation Tool
ATS Reports (RNMR)
NYSESLAT

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Each year the proficiency levels of our students improve so that students achieve score of Proficient on the NYSESLAT within 3 years.

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](#))

Our school relies heavily on the assessments and data sources cited above

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In addition to ESL instruction the data on our current ELL population shows that these students require AIS which includes additional periods of instruction, 90 minute periods of instruction, Tutorials, and PM and Saturday programs (budget permitting).

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.](#))

See below

6. How do you make sure that a child's second language development is considered in instructional decisions?

See below

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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

East New York Family Academy implements a Push-in/Push-out Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

A 0.5 part-time itinerant ESL teacher serves 1 grade 9 ICT student at the beginning proficiency level who receives 540 minutes of push-in/pull-out instruction per week, 2 grade 9 ICT students and 1 grade 6 ICT student at the advanced proficiency level who receive 180 minutes of push-in/pull-out instruction per week, and 2 grade 7 ICT students at the intermediate proficiency level who receive 360 minutes of push-in/pull-out instruction per week.

The strength of our program is proven by the fact that non of our ELL students have required more than three years of ESL instruction to pass their NYSESLAT.

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](#).)

The following steps regarding identification, parent choice, and student program placement must all occur within ten days of the student's enrollment.

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. Policies and procedures regarding both are outlined below.

Home Language Identification Survey

When parents first enroll their child in our school, the Home Language Identification Survey (HLIS) will be administered to determine the child's home language, as part of general intake procedures.

The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child.

A licensed pedagogue will complete the HLIS form with the parent and ensure entry of this information in the designated ATS screen.

Completed HLIS forms will be placed in the student's cumulative file and remain a part of the student's permanent record.

If the HLIS indicates that a language other than English is spoken in a child's home (as outlined above), the child is administered the LAB-R to determine the English proficiency level.

Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs as per the cut scores and eligibility (including designations of beginner, intermediate, and advanced) in the DOE's LAB-R Assessment Administration Memo.

Any student who is new to the NYCDOE and has a home language of Spanish and scores below proficiency on the LAB-R must be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing ESL services. Note: Spanish LAB scores are NOT used to determine program entitlement.

An entitlement letter will be given to the parents/guardians of each student who is eligible for ELL services, based on LAB-R

results.

Regardless of the results on the LAB-R, the home language code does not change.

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.

Parents are the sole determinants of the programs their children receive, initially and in subsequent years. Our school recognizes that we are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations, following the steps outlined below.

Our school will not refuse admission to zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs.

When a new ELL enrolls, our school will inform parents of the three instructional models available in New York City (see section III below), regardless of whether the preferred model is currently offered by our program.

Our school will provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). During the orientation, these parents will be provided information on standards and assessments.

Once parents are informed of all three program options at the parent orientation, we will provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice.

The parent choice will be entered as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. (Note: the parent's first choice should be entered, regardless of whether that choice is currently offered at the school.)

The Parent Survey & Program Selection Form is a formal record of the parents' preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews.

ELLs must be placed in the parents' program of choice within ten days of enrollment. If a parent chooses an option that is currently available in the school, the school should place the student in that program immediately and provide the student with a full schedule.

If a parent's choice is not currently available in the school, the school must inform the parent that their choice is not available at the school, provide them with the following two options, and maintain a record of their response.

Keep their child enrolled at the current school in an available program (ESL or bilingual if available)—if the parent chooses this option, the school should immediately place the child in that program and begin serving him/her; OR

Transfer their child to a different school where the parent's choice is currently available. To do so, schools should contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the child should temporarily be placed in an ESL program in the school until the transfer is completed.

Every effort should be made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tracked and maintained at the school. While waiting for a parent to complete the form, the school should place the child in a bilingual program if available, or at a minimum provide mandated ESL services based on the student's proficiency level (see section III below for more information).

Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed.

If the parent would like to transfer their child, the school must send an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE's Office of ELLs coordinates these transfer requests with the Office of Student Enrollment and will follow up with the school and family regarding a new placement within the designated timeframe.

For tracking purposes, students without completed Parent Survey & Program Selection Forms should be recorded as "No Parent Survey & Program Selection Form" in ATS but should be counted as a selection for a bilingual program for the purposes of placement and program opening; see section III for more information on program opening.

There are three types of programs that serve ELLs, from which parents choose following the protocols outlined in section II above. This section provides a brief description of each program type and an overview of the rules governing each, as well as policies on opening and adjusting programs. This document is current as of August 2013. For the most recent version of this document, visit the DOE's Office of English Language Learners website at <http://schools.nyc.gov/Academics/ELL/default.htm>.

Each of the three program types—English as a second language (ESL), transitional bilingual education (TBE), and dual language (DL)—offers students a course of study that enables them to stay on track to meet promotion and graduation requirements, including courses that are aligned to New York State Learning standards (and Common Core Learning Standards as schools transition to these standards) as well as ESL Learning Standards. In TBE and DL programs, students also take courses aligned to Native Language Arts Standards.

English as a second language programs provide instruction in English, emphasizing English-language acquisition. Often, students in ESL programs come from many different native language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

Transitional bilingual education programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a second language component as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. TBE programs also include a native language arts (NLA) component designed to develop communication and academic skills (e.g., reading and writing) in a student's home language while cultivating an appreciation of his or her history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.

Dual language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language as well as English language skills throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. In dual language programs, students receive half of their instruction in English and half of their instruction in the second language. This document is current as of August 2013. For the most recent version of this document, visit the DOE's Office of English Language Learners website at <http://schools.nyc.gov/Academics/ELL/default.htm>. NY State Commissioner's Regulations (CR) Part 154 specifies the number of instructional units required in each program type at each grade and ELL proficiency level (see table below).

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](#)].)
See below.
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.
See below.
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.
See below.
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. ⓘ

East New York Family Academy offers a screened program. Parents understand that we offer a free standing ESL program. Parents are informed and choose this program because of the caring and nurturing learning environment that we offer our students.

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])?
See below.
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)?
See below.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

See below.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
See below.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
See below.
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).See below.
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?
See below.
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?

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teacher that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangle difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and the use of digital document presenters and illustrations to increase comprehension.

Our ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Any student who achieves proficiency on the NYSELAT will be considered for extension of services for up to two years. This extension of service will increase the potential for these students to achieve well above standard.

The Guidance Counselor will take to the appropriate steps in the event a newly arrived or transfer student is SIFE/Newcomer/extended (4-6 years), as well as ELL-SWD. As mandated by the New York State former ELLs receive test mods

such as extended time on exams, when appropriate.

East New York Family Academy did not have any students who qualified for extension of services during the 2011, 2012, and 2013 school years.

Given the fact that East New York Family Academy does have 6 Level 1 long term ELL/SWD students, these students will receive the required periods of pull-out and push-in instruction each week from our itinerant ESL teacher. These students are also provided with the opportunity to receive 50 minutes of Tutorial during period 9, 2 days per week. Additionally, these students are provided with the opportunity to receive up to 120 minutes of enrichment in English and/or Math during our PM After School Academy and/or our AM Saturday Academy (Budget Permitting).

Courses Taught in Languages Other than English

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

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

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

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

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

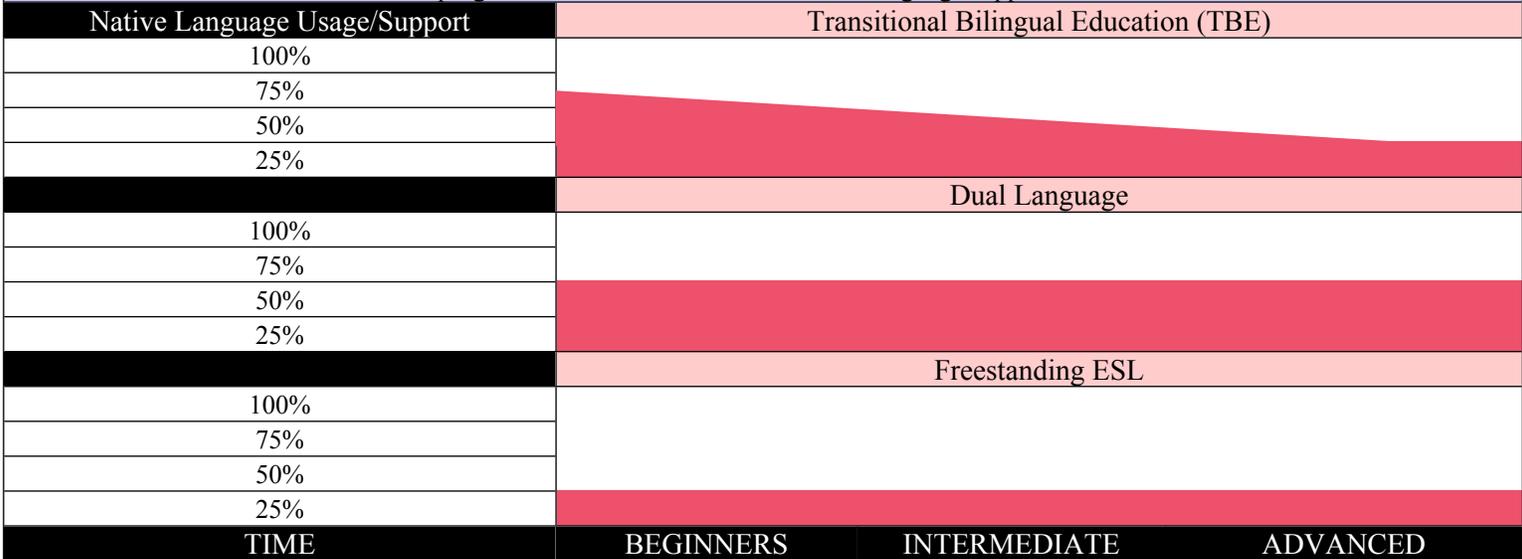
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Professional development for our ELL teacher will be provided by our school support organization throughout the school year. ELL training for all teachers will be provided as needed at our bi-weekly professional development sessions throughout the school year. The ELL liaison from the CEI-PEA network will support the implementation of such professional development activities. Agendas and sign in sheets documenting these professional development activities will be kept on file.

For our new general education and special education teachers who have not yet received the required 7.5 hours or 10 hours of mandated ELL training (as per Jose P.), professional development will be provided by the Network and a record of this training will be kept on file.

Since we are a middle school/high school our ELL teacher and our classroom teachers are able to provide continuous support to our small population of ELL students.

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?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Budget permitting, our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program when budget permits.
- Parent Academy: Budget permitting, ESL classes are offered to parents as needed, accompanied by parenting workshops delivered in Spanish by bilingual school staff on various topics of interest, including technology classes.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday dinners, School BBQ Day, the Annual Parent Fair, and Cultural Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Important documents are translated into Spanish, Haitian Creole, and other languages as needed. Additionally, interpretation services are a daily help in communication between school staff and parents. These services are provided by staff members who are bilingual.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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: **19K409** School Name: **East New York Family Academy**

Cluster: **5** Network: **36**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

The designated school aide will survey home language data from ATS to identify translation needs. The designated school aide will work with the in house translators, guidance, PTA President and review Home Language Surveys to determine the actual need for interpretation Services. Whenever there is a need to communicate to parents, translation services will be provided via oral or written methods. The designated school aide and translators will conduct outreach to the families of students identified on the ATS Home Language Report to ensure parents/guardians can read and understand documents and conferences. Translation services will be provided where difficulties in understanding are identified.

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.

This school's translation and interpretation findings are reported to the school community via memo and during faculty and team meetings. All staff members are required to submit communications going to student homes in both English and Spanish.

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.

Datacation is a web based data service that automatically translates important documents according to the home language data downloaded from ATS. In addition, the designated school aide will meet with native language staff members to create written documents for parents who have been identified as being in need of translation services that are not met by Datacation. If necessary, the designated school aide will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

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.

The designated school aide and/or guidance counselors will ensure that the native language staff members are available for oral translations where needed. If necessary, the designated school aide and/or guidance counselors will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

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>.

Parent notifications of translation services are posted in the main office and at the main entrance of the school.

