



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MATH & SCIENCE EXPLORATORY SCHOOL

DBN (i.e. 01M001): 15K447

Principal: DAWN VALLE

Principal Email: DVALLE3@SCHOOLS.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: ALISON SHEEHAN

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
Dawn Valle	*Principal or Designee	
Mark Griffith	*UFT Chapter Leader or Designee	
Deanna Logan	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Alison Farrell	Member/ Teacher	
Cheryl Grau	Member/ Teacher	
John Hagan	Member/ Teacher	
Deborah Ward	Member/ Teacher	
Diane Levenson	Member/ Parent	
Geoff Uttmark	Member/ Parent	
Gloria Mattera	Member/ Parent	
Jonathan Bertfield	Member/ Parent	
Tamosin Bardsley	Member/ Parent	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, the median growth percentile, as measured by the Math & ELA NY State tests, will increase through students' experiencing Common Core aligned instruction.

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.

Although 67% of our students improved on the 2013 NYS English Test and 65% improved on the 2013 NYS Math Test, this was low in comparison to our peer schools.

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. Every subject will target CCSS in their lessons on a weekly basis
2. Student progress will be addressed and shown in weekly inquiry meetings and new goals will be set, as students accomplish the desired goal.
3. Extended day program will explicitly target students with a Level 1 or low Level 2, using small group instruction
4. Saturday prep test classes will be offered to students that scored below a 2.25 and did not make one year's growth as measured by the 2013 NYS exams
5. Provide ongoing Professional Development for teachers regarding the Common Core State Standards, curriculum mapping, and literacy and math instruction

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

1. For 1 – 5: administration, teachers and all other teaching and academic support staff

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

1. Lesson plans will reflect CCSS as reviewed by administration
2. Teachers will keep logs of inquiry meetings to show targeted student progress
3. Ongoing assessment by teachers measuring growth in targeted areas.
4. Same as # 4
5. Updated curriculum maps in Rubicon reflecting the alignment of CCSS.

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

1. For # 1- 5: September 2013-June 2014

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

1. Common planning time per subject area will be reflected in teacher programs in order to plan CCSS lessons and units
2. Grade and Subject inquiry teams will meet for 50 minutes weekly to set goals for students.
3. Money will be set aside for textbook and software materials needed for extended day small group instruction and Saturday test prep classes.
4. Money will be set aside for per session for teachers and administration to do Saturday test prep class.
5. Teachers will continue to receive Professional Development from administration, CFN, NYCDOE, NYSED ,Teachers College, Urban Advantage

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).

Teachers assess students frequently with subsequent feedback to students and parents through the use of PupilPath (our online grading and communication tool).

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	Title IA	Title IIA	Title III	Set Aside	Grants

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

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.

Between now and June 2014, through regular cycles of administrative observation and feedback, teacher practice will continue to shift to ensure rigor and access for all students and provide authentic literacy opportunities to meet Common Core and content standards across subject areas, as measured by Danielson's Framework 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.

There was a considerable decrease in student performance on both the Math and ELA 2013 State tests. Given that these tests were newly aligned to the Common Core, teachers will need support and feedback to shift their practice.

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. Informal and formal class visits and timely feedback

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

1. Administration, teachers, and staff developers

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

1. Growth in teacher practice demonstrated on observation reports

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

1. September 2013-June 2014

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

1. Developing a mechanism for keeping and sharing ongoing records between administrators and staff

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).

Host curriculum meetings to familiarize parents with the Common Core State Standards in relation to our instruction.

Conduct parent workshops with topics that include: 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.

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		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.

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.

Between now and June 2014, staff will continue to address the social and emotional needs of our students and build a school culture beneficial to academic achievement as measured by the 2013-14 School Survey.

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.

Although we grew in the area of Safety and Respect on our 2012-13 NYC School Survey Report, student responses regarding respect between students and respect between students and adults remain lower than other categories within this area.

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. In health and advisory, students will receive tolerance/ anti-bullying lessons to promote unity.
2. Every student will participate in a grade-wide Upstander Day, designed to engage students in an exploration of social dynamics, bullying, friendship, and our roles as upstanders or bystanders when we witness (or know about) things we feel are wrong.
3. Teachers will engage in Professional Development to address the social and emotional needs of middle school students
4. Principal is a member of Morningside Center's Smart School Leaders Project to deepen understanding of social emotional learning
5. A Social Emotional Learning (SEL) team comprised of school personnel will plan school-wide professional development for colleagues and activities for the community to sustain SEL

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

1. For # 1 -5: MS 447 Staff members

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

1. For # 1 – 5: Midyear Student and Teacher survey; 2014 NYC School Survey

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

1. For # 1 – 5: September 2013-June 2014

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

1. Specific units will be developed by teachers during Advisory planning to address tolerance and bullying
2. Money will be set aside for per session for teachers and administration to plan Upstander Day
3. Every faculty meeting will have a piece dedicated to PD on SEL
4. Principal will continue on-going PD with Morningside Center for the 2013/14 school year.
5. Money will be set aside for per session for teachers and administration

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).

1. Workshop/s for parents to help with understanding of social-emotional needs.
2. Invite DA to address parents on issue of cyber bullying.
3. Post Information on schools website and on Datacation Pupil Path.
4. Provide parents with information and materials about our peer mediation program and school wide advisory program at PTA and curriculum meetings.
5. Encourage parents to volunteer with fun evening events to help cultivate a stronger sense of community.
6. Encourage parents to communicate with their child's advisor to help foster a partnership between home and school that nurtures their child's social and emotional development while supporting his /her academic success.

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	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.

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.

N/A

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.

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

1.

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

1.

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

1.

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

1.

E. 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.

X	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.

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.

N/A

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.

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

1.

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

1.

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

1.

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

1.

E. 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	Teachers address comprehension, decoding, vocabulary, and writing skills. They utilize the high interest texts to target skill needs of individual students.	Students are grouped by level and need in small (5-8 students) groups	Extended Day Period, which meets twice a week for 50 minutes
Mathematics	Teachers address computation, solving equations, and operation with integers as needed.	Students are grouped by level and need in small (5-6 students) groups	Extended Day Period, which meets twice a week for 50 minutes.
Science	The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.	Support is provided through the “push-in” and small-group instruction model.	Additional “ad-hoc” support offered during Extended Day office hours
Social Studies	The support offered focuses on nonfiction reading skills, content vocabulary, and synthesis writing.	Support is provided through the “push-in” and small-group instruction model.	Additional “ad-hoc” support offered during Extended Day office hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselors: At-risk counseling services are provided to students</p> <p>Social Workers: Provide at- risk counseling to students in distress.</p> <p>School Psychologist: N/A</p>	<p>Guidance Counselors: Weekly group counseling sessions, individual crisis intervention counseling, or short term individual counseling. Families of at-risk students are also given support through parent meetings and referrals to other school supports services or to outside resources and agencies.</p> <p>Social Workers: Weekly at-risk counseling. Meet with families who need help navigating the school system and assess supports needed. Provide linkages to community agencies to further support families.</p>	During the school day, throughout the year

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

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

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).

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

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

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.

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 15	Borough Brooklyn	School Number 447
School Name Math & Science Exploratory School		

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 Dawn Valle	Assistant Principal Arin Rusch
Coach None	Coach None
ESL Teacher Nina Fan	Guidance Counselor Star Covinelli
Teacher/Subject Area Emily Phillips/SETTS	Parent type here
Teacher/Subject Area Nina Antonello/IEP Coordinato	Parent Coordinator Julia Castro
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	514	Total number of ELLs	4	ELLs as share of total student population (%)	0.78%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							2	1	1					4
Pull-out							2	1	1					4
Total	0	0	0	0	0	0	4	2	2	0	0	0	0	8

B. ELL Years of Service and Programs

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

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	0	0							0
Dual Language										0
ESL	4									4
Total	4	0	0	0	0	0	0	0	0	4

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
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							1		1					2
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	2	1	1	0	0	0	0	4

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)							2	1	1					4
Total	0	0	0	0	0	0	2	1	1	0	0	0	0	4

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
At MS 447, we use many types of assessments to determine early literacy skills including Fountas and Pinnell reading levels,

TCRWP, Words Their Way pre-assessments, school-based baseline assessments, and DYO assessments. The data gathered from these assessments help us assess the needs of ELLs in conjunction with current content, the common core and additional resources.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The pattern revealed is that most ELLs struggle with writing. Our students score advanced on both the LAB-R and the NYSESLAT. This reflects in their grades that they do well in classes, but have language difficulties.
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](#))
The patterns across the NYSESLAT will dictate instructional decisions of service providers and classroom teachers by identifying the strengths and weaknesses of the students. Since there is a small number of ELLs, the staff can design instruction to specifically target each student’s individual needs. This also supports our programming goals to support the acquisition of academic language for all ELLs and support their writing work in their content area classes.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4a. Two ELLs tested out last year. One received an advanced on the NYSESLAT and the other student receives alternate assessment. He has recently been coded as ELAND and will no longer receive ELL services. The student who took tests in her native language scored a 4 in both Math tests that she has taken. She was also able to score a 3 on the ELA. This data shows that this student had a strong education foundation in her native country. This foundation allowed her to transfer her knowledge and perform well in the New York City education system.
 - 4b. Our school leadership team uses the results of our ELL Periodic Assessments to determine progress and growth in our ELLs content area skills. We can also use the assessment to target deficiencies and support ELLs with targeted skill.
 - 4c. The school is learning from the Periodic Assessments that the ELLs need continued support in content area reading, listening skills and writing organization.
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](#).)
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Content area teachers work closely with the ELL provider to ensure that second language development is being considered in instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
MS 447 evaluates our programs for ELLs in multiple ways. State exam scores for exams such as the NYSESLAT and ELA are used to determine the growth of our ELLs language acquisition. Portfolios are used as a tool to track student growth. ELLs progress in their general education classes is also an indicator of their success.

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](#).)
 1. To identify ELLs, all parents of newly admitted students to the New York City public school system are required to fill out a Home Information Language Survey. If the families speak a language other than English and the HLIS is available in their home language, then it is given to them. At the time the survey is given, ELLs are also informally interviewed by, the ESL teacher, Nina Fan to assess whether or not the LAB-R will need to be implemented. If the students' home language is not English then the student will be given the LAB-R within 10 days of registration to determine whether or not the student will need ESL service. Beginning February the NYSITELL will be given in place of the LAB-R. The students' scores on the LAB-R will determine the number of minutes they need. If there are any Spanish speakers, the Spanish teacher, Giana Tortorella will administer the Spanish LAB to determine language dominance.

Both LABs are completed within the first ten days of school. Nina Fan analyzes the results of the LAB-R to determine the amount of time that the students will be serviced. The ESL teacher makes copies of the HLIS and the LAB results. These copies are placed into the ESL binder in the ESL classroom. The HLIS originals are placed in the main office, while the LAB-R and the Spanish LAB results are sent to David Rapheal.
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.

The procedure in place to ensure that the parents of ELLs understand all program options is documented below: During the start of the school year, Nina Fan would invite parents of all new ELLs to an orientation. This orientation outlines the free-standing ESL, Transitional Bilingual and Dual Language programs available to the parents in the New York City school system. The ESL department is responsible for ensuring the parents understand the different programs offered. Prior to the orientation, invitations are sent out in the home language when available. Brochures, entitlement letters and are sent home along with the invitations. The brochures are provided by the DOE website and includes a brief explanation of each program. During the orientation, the ESL teacher explains each program in detail. The parents watch the video on the DOE website explaining the programs. After the video, the ESL teacher further explains each program in detail. Nina Fan informs the parents that though MS 447 does not have Bilingual Transitional programs or Dual Language programs, there are other schools nearby that offer these programs and that we would provide assistance to help the parents transfer their students. Parents complete the Parent Choice survey at the orientation to indicate the program preference. The parent choice in the past few years has been for a freestanding ESL program. All parents attended the orientation and made their choices at the orientation.
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 [\[see tool kit\]](#).)

Entitlement letters, parent surveys and Parent Selection letters are distributed prior to the orientation meeting, by the ELL provider, Nina Fan. When the parents attend the orientation meeting the forms should be brought to the meeting. If the parents did not bring the forms, there are also extras given during the meeting. This way, the parents will get more than one opportunity to complete the forms. If they do not attend the meeting, then the ESL provider, Nina Fan, will mail the forms home. All parents attended the orientation this year and returned all documents. Once the documents are returned, copies are made and the originals are filed into the cumulative folders while the copies are kept with the ELL coordinator.
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.

Placing ELLs in the appropriate instructional program is based on the parent orientation meetings and selection letters. The parents submit the selection letter after listening to the choices provided by the ESL coordinator. Every year administrators and the ESL teacher review parent choice letters for the previous three years. In ATS, the Pupil Secretary, Joan Vreeland, along with the ELL coordinator works together to enter parental information in the ELPC screen within 20 days of registration. The ELPC screen records the LAB-R decision, placement and Parental Informational choice.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in the spring. The Testing Coordinator, Emily Phillips, along with the ESL teacher is responsible for administering the test. The NYSESLAT will determine if the students will continue to receive ESL services for the

following school year. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no larger than 12.

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. 
- The most popular program in this school is the freestanding ESL program. During the parent orientation Nina Fan outlines the three programs for the parents. If translation is needed, Giana, the Spanish teacher would translate for the Spanish speaking parents. The trend at MS 447 is for a freestanding ESL program. The population of ELLs is small and the parents of our four ELLs chose freestanding ESL. Our program is aligned with parent choices.

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])?
 - 1a. At MS 447 the following ESL program models are used: Push-in (co-teaching), Pull-out, and Collaborative models. At MS 447, the ESL program is created to provide our ELLs with as much small group language instruction as possible, while ensuring that students do not miss their academic content areas. Using a combination of Push-in and Pull-out ESL instruction, the ESL teacher is able to successfully service the students. Currently, there are no beginner or intermediate students in MS 447. All ELLs are at an advanced proficiency. The ELLs receive roughly two push-in and two pullouts a week. Nina Fan, the ESL teacher, works closely with the content area teachers to establish which type of instruction works for that week. This enables Ms. Fan to work both on content area and ESL instruction. In total, ELLs receive 180 minutes of ESL instruction per week. In addition, Ms. Fan also works with the students for extended day, one period a week. The materials used includes Words Their Way program, online grammar resources, young adult fiction and nonfiction trade books, Rewards program and Rosetta Stone.
 - 1b. The students travel together by class. The student groups are heterogeneous.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff at MS 447 is extremely helpful when taking account of the state mandates and the need of the ELLs. The ESL teacher services all eligible students. The ESL teacher allots 180 minutes per week for advanced proficiency ELLs and 360 minutes for beginning and intermediate ELLs. All students receive eight periods of ELA instruction per week.
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.

ELLs travel with their classes to receive content area instruction. The school program is set up for a six day school week, which rotates on a regular five day schedule. This schedule allows for nine periods a week of English Language Arts, double periods of Math, four periods of Science and Social Studies respectively. ESL push-in are spread through content area ensuring that ELLs understand content rich vocabulary. Instructional methods include differentiated texts to support reading levels, guided reading, various graphic organizers, and text-rich environments. All teachers use the Teacher's College workshop model. This includes mini-lessons that have teacher modeling, scaffolding, and independent practice with conferring. On going assessments include reading and writing conferences.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

For the past several years, ELLs have all been at the advanced level; therefore we do not evaluate them in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriately evaluate ELLs in all four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. There are no SIFE students at MS 447 at this time. However, in the past, the ESL teacher at MS 447 works closely with the Academic Intervention Specialist and the SETTS teacher to work on specific skills and strategies need of all students requiring additional support. A separate focus program would be used to target SIFE students. Since SIFE students often have large gaps in their language proficiency and knowledge base, SIFEs are taught to learn and practice skills for academia. Strategies in reading, phonics, vocabulary and writing that may have been taught in earlier grades would be used in conjunction to a program, such as Words Their Way. SIFE students

are also paired with a student that can assist in social language development, organization and assignments in other classes.

6b. Newcomers are paired with proactive English-speaking students in their class who enjoy helping their peers. This is a mutual relationship where both students benefit from each other. Through their peers newcomers learn the nuances of American culture in the school environment. Their peers in turn, are exposed to the perspective of a newcomer. Newcomers also receive services that enhance the way their peers learn. Newcomers are literate in their native language and are able to transfer their knowledge to English. Both newcomers and long term ELLs receive sheltered English content instruction. Scaffolding techniques, schema building, modeling, and bridging are essential as ELLs learn academic concepts in another language.

6c. At MS 447, ELLs who have been receiving services for about four to six years will focus on developing their CALP, in addition to scaffolded instruction. CALP is necessary for both language acquisition and successful academic development. Language learners who have been acquiring language for about four to six years learn the social and functional parts of language first, or Basic Interpersonal Communicative Skills (BICS). Though people acquire language at different rates, as teachers, we are responsible for ensuring students develop their BICS. By emphasizing the development of academic reading, writing, listening and speaking skills ELLs will be prepared for high school. It is essential that ELLs are supported in their classes so that they will become successful, acquire English and transition out of ESL.

6d. We focus on the development of academic language for long time ELLs. The challenge with long-term ELLs is correcting the fossilized errors that developed. Fossilized errors are corrected through explicit instruction. MS 447 currently does not have any long-term ELLs.

6e. The plan for supporting former ELLs is to group them with ELLs when the ESL provider is pushing into their classes. The ESL provider can provide extra support during group work and during reading and writing conferences. This ensures that the former ELLs are still supported in their classes. During state exams, former ELLs are entitled to test accommodations like time and a half and listening passages read three times.

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?

The instructional strategies and grade-level materials used to address the needs of ELL-SWDs include the development of content area vocabulary, phonics instruction, reading conferences, leveled texts, non-fiction reading strategies, and using graphic organizers. The school ensures ELL-SWDs receive all their mandated services on their IEPs by putting ELL-SWDs in ICT classes, if specified. There are additional SETTS services available in ELA and Math, for the students that require a less restrictive environment. All related services are located within the school building. IEPs are followed strictly.

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?

MS 447 modifies the curriculum by having the content area teachers collaborate with the ESL and SETTS providers. MS 447 uses a mix of push-in and pull out both one-on one and in small group settings, in order to enable ELL-SWDs to achieve their IEP goals. MS 447 is an inclusion model school, which allows for majority of classes to be co-taught. When partial special education services is needed, flexible programming is provided, for example, part-time ICT can be arranged.

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:			

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

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
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.

Implications for LAP in English Language Arts:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Provide high-interest, low level independent reading books for ELLs.
- * Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Create a print rich environment, using ESL dictionaries in an ELA classroom.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.

Implications for LAP in Social Studies Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language.
- * Create a print rich environment, using ESL dictionaries in a Social Studies classroom.
- * Provide content vocabulary support.
- * Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.

Implications for LAP in Mathematics Content Area:

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- * Allow students to communicate their problem solving skills in Math.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Incorporate writing in the math lesson.
- * Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction.

Implications for LAP in Science Content Area

- * Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- * Be familiar with the academic performance of each ELL by analyzing data.
- * Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- * Create a print rich environment, using ESL dictionaries in a Science classroom.
- * Provide high-interest, low level independent reading books for ELLs.
- * Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- * Analyze data of ELLs to become informed about the academic performance of each ELL.
- * Provide content vocabulary support.

Plan for ELLs Requiring Intervention Support:

ELLs who require additional support in the four modalities (speaking, listening, reading, writing) include beginning or intermediate language learners, students with interrupted formal education (SIFE), grade holdovers, newcomers and Special Education students. Because of the small population of ELLs at MS 447 in the 2013-2014 school year, all of our ELLs are at the advanced level and receiving support from the ELL provider. All four are considered newcomers and do not need additional services. However, if intervention is required, MS 447 has a multitude of providers willing to provide additional support. In

previous years students that receive additional support are now former ELLs. They were ICT students, SETSS students (Special Education) and one student was a holdover. The holdover student was also a SIFE student and was being evaluated for special education services. We realize that SIFE students and their level of English and academic success will vary, as will our instructional approaches and classroom modifications. SETSS, Speech and AIS services provided are reflective of each students IEP goals and review of ongoing assessment data.

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

Continual support in all content areas by pushing-in and pulling out is effective in allowing the ELLs to learn from a variety of different teachers. The content teacher discusses with the ESL provider the individual needs of each ELL and they target the weaknesses. This is effective in correcting many language transfer errors along with meeting the needs of the ELLs.

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

Continuing to strengthen support structures in Social Studies and Science content areas is an improvement being considered for next year. Currently, the ESL provider is pushing in to Social Studies and Science classrooms, however, there still needs development in building literacy skills in the content areas and supporting ESL students with lower level readings on topics being studeied. After school NYSESLAT prep is being considered for the spring to allow students adequate time to prepare and feel confident about taking this test.

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

None of our current programs will be discontinued.

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

ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ESL provider during extended day for extra English support. During the school day, there is a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Techonlogy, Drama, Music, Dance, and Spanish are offered as electives. MS 447 also offers Exploration, which is an intercurricular program. Exploration uses a hand-on approach to education providing topics such as Forensics, Habitats-past and present, and waterways as a means of intergrating all subject areas and students interests. After school, extracurricular activities include chess, photography, yearbook, basketball, lacrosse, robotics, wrestling, bookclub, step cheerleading, and arts and crafts.

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

MS 447 has a school website for students to access. This website allows students to use PupilPath, which is a program where students can contact teachers, access homework assignments, class notes, lessons, and other various handouts pertaining to school. The students are all trained in using PupilPath at the beginning of each school year.

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

We have a Spanish speaking SETTS provider who supports the ESL teacher and students with Native language support and parental contact. The ESL teacher also uses native language in ESL whenever possible. This can be through translation.

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

Required services support and resources correspond to ELL's ages and grade levels by ensuring that their goals are consistent with their needs. Every year required services evaluate the efficiency and effectiveness of their support to ensure that the resources are appropriate for ELLs. Throughout the year, related services also source for effective resources.

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.

Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can tour the school building and the ELL provider provides the new ELLs a brief orientation where they can address any questions or concerns. Every school year, MS 447 offers an overnight field trip to Camp Bernie, which allows students to bond with each other through team building exercises. MS 447 also offers Exploration, which provides students to engage in hands on topics in science. The students are split into groups and they use skills acquired from classes for investigating scientific theories and applying them into real world skills.

18. What language electives are offered to ELLs?

All students are offered Spanish as a language elective.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Nina Fan, the ESL coordinator, attends ESL Professional Development training sessions when offered by the DOE and CFN 12, that are specifically geared to training ESL teachers to plan for academic rigor in their programs and to ensure that the Common Core Learning Standards are being met. She has already attended the LAP work session and the Nuts and Bolts for ELL coordinators. The ESL teacher will also attend workshops offered at Teacher's College and other off-site workshops. On-site there are a multitude of opportunities for the ELL provider to meet and conference with the content area teachers to discuss curricula and content, plan lessons, and modify instruction based on ELLs individual needs and goals. Additional resources such as reading and writing workshops, staff professional development days are offered to provide ongoing assistance in aligning lessons with the Common Core Learning Standards. Attendance is recorded and presentation materials are on file. Included in the school staff training are our administration, entire special education staff, paraprofessionals, guidance counselors, social workers, related service providers, and office staff. The support provided to staff to assist ELLs as they transition from elementary to middle and high school is understanding of the articulation process for promotion into high school, knowledge of schools that offer comparable ELL programs, preparation of necessary assessments and documents to support ELL transition.

D. Parental Involvement

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

1. Parents along with their children are invited to all school related events. Parents are informed about all PTA meetings and encouraged to join. We are in constant contact with the families of the ELL students. Several families are also very involved in school functions and events. The guidance counselor reaches out to the ELL parents on a regular basis. Our Spanish-speaking parent coordinator is our liaison for all parents who need Spanish translation. Miraim Diaz, the family worker, and Arin Rusch, assistant principal can also translate in Spanish. There is also Giana Tortorella, the Spanish teacher, who is available to translate. The families of ELLs all have at least one fluent English parent, except for Aixin Wu, whose father speaks both Spanish and Chinese. Nina Fan, the ESL coordinator can speak Chinese. If she is not available, then Julia Castro, the parent coordinator is the liaison.

For all written communication, documents are taken from the Department of Education website, whenever possible. These documents cover 11 of the most commonly spoken languages in New York City. When it is not possible to use documents already created by the Department of Education, then our in-house staff will take care of written translation. MS 447 will also use NYCDOE translation services, when all in-house resources are exhausted.

2. Most of our ELL families are given free bilingual CBO services like programs through the YMCA and Good Shephard services. Recently, MS 447 hosted an Anti-Bullying workshop which focusing on cyber bullying. This workshop was created in conjunction with the DAs office and Frank Lagazze from the DAs office spoke in depth about bullying as a problem in schools. There was also a book fair at Barnes and Noble created with the involvement of the ELL parents.

3. MS 447 evaluates the needs of the students by first using the Home Language Information Survey. The Home Language Information Survey allows us to identify the language that is most commonly spoken at home. It also tells the ELL coordinator if a student needs to be tested to see if they qualify for services. If the student is found eligible for ESL services, then the process of informing the parents of their rights begins. At the parent orientation for ELLs, the Parent Selection and Program Selection form is collected. If any parent did not receive the form, then there are also copies available at the orientation meeting. Once the forms are collected, the data is analyzed and parental choice is recorded on the ELPC screen in ATS.

4. All parents are invited to school celebrations, content publishing parties, school and Exploration trips, PTA functions and meetings. This encourages the parents to be involved in their children's school and their learning. For any academic concerns, the staff is readily available to meet the parents one-on-one in English or in another language. If no one on staff speaks the language, then a translator is brought in.

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: MS 447

School DBN: 15K447

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Valle	Principal		11/13/13
Arin Rusch	Assistant Principal		11/13/13
Julia Castro	Parent Coordinator		11/13/13
Nina Fan	ESL Teacher		11/13/13
	Parent		11/13/13
Nina Antonello	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Star Covinelli	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: 15K447 School Name: Math and Science Exploratory School

Cluster: CFN Network: 102

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 parent of every new admit into the New York City Public School System is required to fill out a Home Language Information Survey, either in English or in their home language. The Home Language Information Survey determines if the student needs to take the LAB-R. If the student is found to be in need of ELL services, then the process of informing the parent begins. The parent choice survey and selection form is sent home along with invitations for the parent orientation. At the parent orientation, the parents fill out the parent choice survey and selection form along with the language preference form. When this information is returned to the ELL coordinator, it is entered into ATS on the ELPC screen. The grade administrators use this information to ensure that written translation and oral interpretation needs are met. The grade administrators are responsible for sending home written translation and oral interpretation contacting parents. Milli Katz, Chrissy Vissa and Arin Rusch, the grade administrators are responsible for tallying all home language data for all students and ensure that all information goes out in the correct language.

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.

Our written and oral interpretation needs are based off of the preferred language of communication as stated in the Home Language Information Survey the parents fill out at the beginning of the year. MS 447 also looks at the ELL population to determine translation needs. This year the languages spoken by the ELL population are Chinese, Spanish and Swedish. The Spanish and Swedish speaking students are able to take exams in their native language, since they have only been in New York City for a few months. The Chinese speaking student has been in the United States for more than a year and chooses to take her exams in English. All ELL households have at least one English speaking parent. Even though all ELL households have at least one English speaking parent, translation can be provided by the parent coordinator, Julia Castro, as needed.

Part B: Strategies and Activities

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

1. The majority of the students at MS 447 have at least one English-speaking parent. When there are cases where the preferred language is not English, then every effort is made to ensure all flyers, notices, brochures, permission forms are in the preferred language. The parent coordinator, Julia Castro, provides all translation for Spanish speaking families. The ELL provider, Nina Fan, will provide any Chinese translations needed. For Swedish, translations will be provided by a DOE approved translator. The ELL provider has already contacted the testing coordinator requesting a translator for Swedish ensuring the child will have a Swedish translator for State exams later this year.

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

Oral interpretation services will be provided by Julia Castro in Spanish. Nina Fan will provide oral interpretation in Chinese, both Mandarin and Cantonese. For Swedish, a DOE approved contractor will be used.

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

The school plans to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in a few ways. First, the school will provide any parent who has a primary language that is a covered language and requires language assistance a copy of the Bill of Parent Rights and Responsibilities. This will ensure that the parent is aware of the policies of the school and their rights. Second, the school will place a sign of all the prominent covered languages advertising the availability of interpretation services. Next, the school's safety plan will have a section ensuring parents that language barriers should not prevent them from contacting the school's administrative services. If MS 447 has 10% or more of children whose parents speak neither English or a covered language, then the school will obtain the Translation and Interpretation Unit, which will provide translation in the non-covered language. Finally, if the home language spoken is a covered language, the school will direct the parents to the Department of Education website to inform the parents of how to access translation and interpretation services.