



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PARK EAST HIGH SCHOOL  
**DBN (i.e. 01M001):** 04M495  
**Principal:** KEVIN MCCARTHY  
**Principal Email:** [KMCCART6@SCHOOLS.NYC.GOV](mailto:KMCCART6@SCHOOLS.NYC.GOV)  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** MALIKA BIBBS

**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
Kevin McCarthy	*Principal or Designee	
Yessenia Briceno	*UFT Chapter Leader or Designee	
Phyllis Williams	*PA/PTA President or Designated Co-President	
Lourdes Velez	DC 37 Representative, if applicable	
Eliana Melo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Francheska Taveras	Member/ Student	
Vilmary Bennett	Member/ Parent	
Sabretha Turner	Member/ Parent	
Lidia Santiago	Member/ Parent	
Otis Brown	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

To improve Student performance by increasing the four-year graduation rate 3% in order to meet or exceed the performance of our peer group in the 2013-2014 school year

### 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 a trend analysis of the past 3 years shows an improvement in our graduation rate two of the last three years, each graduating cohort is different. The particular needs of this cohort underscore the importance of continued improvement in 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. Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, and in-class assessments to create urgency and focus attention on the target populations.
2. A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass classes, make promotion standards, and move toward graduation.
3. Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations.
4. Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs graduating seniors with special attention to subgroups.
5. Creation of special Senior Holdover Advisories to provide specific academic support to marginal seniors who are a risk of not graduating
6. Intensive tutoring sessions in extended day (two days a week) to provide opportunity to make up work and earn passing grades and credits.

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

1. 12 Grade level team, senior guidance counselor.
2. Teachers, AP, Programmer, grade level teams
3. Department Heads, AP, Principal
4. Grade Level Coordinators, Grade Level Teams, PD Planning Committee, AP, Principal
5. Holdover Advisory teachers
6. Teachers/tutors

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

1. An increase in the graduation rate of 3% over last year's rate of 76% for the four-year cohort
2. Each teacher will focus on improving the course passing rate by focusing on getting 2 or 3 failing students in each class to pass
3. Target goal is for each Department Head to meet every week throughout the school year
4. Target goal is for each Grade Level Coordinator to meet every week throughout the school year
5. 3% of students in the Holdover Advisory will graduate
6. (at least 80% attendance for tutoring sessions)

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

1. Start date 9/9/13 end date 6/26/14
2. Beginning and end of each marking period
3. Start date 9/13/13 end date 6/6/14
4. Start date 9/9/13 end date 6/26/14
5. Start date 9/4/13 end date 6/26/14
6. Start date 9/9/13 end date 6/26/

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

1. 1. Weekly PD sessions will be used for teams to meet for this analysis
2. At the end of each marking period staff meeting time will be used to meet in grade level teams to do goal setting
3. Weekly PD sessions will be used for teams to meet.
4. Weekly PD sessions will be used for teams to meet. Plus, weekly after school meetings for PD committee to meet. Per session will be used to support the PD committee's work
5. Twice a week, Holdover Advisory will meet for a 30 minute session. Circular 6 assignment will be used for this
6. Twice a week, Extended Day Tutoring Sessions will meet for a 50 minute session. Additional after-school sessions will be supported with per session funds as needed

**Strategies to Increase Parental Involvement**

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

- The school will host workshops for parents of both the senior and junior class that focus on graduation requirements, financial aid, and the college preparation and admissions process.
- Parent Coordinator teachers and administrators will train parents in the use of the ARIS and the Jupitergrades system for sharing grades and other information about student progress.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via free email/cell phone notifications will facilitate communication between parent, student and teacher regarding individual student progress.
- Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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.

To improve Student Progress by increasing the percentage of students earning 10+ credits in their second and third years by 3% in the 2013--2014 school year

**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.

An analysis of the past 3 years shows an improvement in our progress in the area of credit accumulation and the resulting promotion rates, we continue to struggle to meet the needs of subgroups, particularly the lowest third in the middle grades. This underscores the importance of continued improvement in this area. Looking at the NYC Progress Report this year there was a bit of a reversal in the trend for the past three years so it is crucial to frame an appropriate goal for this area with special attention paid to the lowest third. The analysis of trends in the past three years indicate that second and third year students make less progress than freshmen and seniors so they are the focus of this initiative.

**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.

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

1. Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).
2. An inquiry team that focuses on effective practices for serving the needs of the lowest third will meet bi-weekly to review data and analyze teacher assignments and student work samples
3. A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class

- each marking period and plans to address the needs of the students who struggle most to pass classes, accumulate credits and make promotion standards.
4. Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations.
  5. Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students in second and third year that struggle most.
  6. Creation of special Holdover Advisories to provide specific academic support to students who have not previously made promotion standards through credit accumulation.

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

1. Teachers, Assistant Principal for Instruction and Supervision, grade level teams
2. Inquiry Team members—teachers, AP
3. Teachers, AP, Programmer, grade level teams
4. Department Heads, AP, Principal
5. Grade Level Coordinators, Grade Level Teams, PD Planning Committee, AP, Principal
6. Holdover Advisory teachers

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

1. A target of 3% increase in the students in the second and third year cohorts receiving 10+ credits
2. Each member of the team will present at least one piece of teacher work and one set of student work samples
3. Each teacher will focus on improving the course passing rate by focusing on getting 2 or 3 failing students in each class to pass
4. Target goal is for each Department Head to meet every week throughout the school year
5. Target goal is for each Grade Level Coordinator to meet every week throughout the school year
6. 3% of students in the Holdover Advisory will earn the 10+ credits they need to make promotion standard and graduate

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

1. Start date 9/9/13 end date 6/26/14
2. Start date 9/13/13 end date 6/6/14
3. Beginning and end of each marking period
4. Start date 9/9/13 end date 6/26/14
5. Start date 9/4/13 end date 6/26/14
6. Start date 9/9/13 end date 6/26/14

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

1. Weekly PD sessions will be used for teams to meet for this analysis
2. Bi-weekly meetings will be scheduled for this and per session will be set aside specifically to support this activity
3. At the end of each marking period staff meeting time will be used to meet in grade level teams to do goal setting
4. Weekly PD sessions will be used for teams to meet.
5. Weekly PD sessions will be used for teams to meet. Plus, weekly after school meetings for PD committee to meet. Per session will be used to support the PD committee's work
6. Twice a week, Holdover Advisory will meet for a 30 minute session. Circular 6 assignment will be used for this.

**Strategies to Increase Parental Involvement**

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

- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
- Parent Coordinator will train parents in the use of the ARIS
- Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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.
To improve student progress outcomes by increasing the rates and scores on the US History Regents. An increase of 3% Regents Pass Rate for US History Regents (relative to our NYC Progress Report peer group) expected by the end of the 2013 school year.

#### **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.
<ul style="list-style-type: none"> <li>Although a trend analysis of the past few years shows some improvements in our progress in the area of Regents exam results, we continue to struggle to meet the needs of subgroups, particularly the lowest third. This underscores the importance of continued improvement in this area. Looking at the NYC Progress Report this year, although there was good performance in some areas, the performance of our students on the US History Regents lags behind the gains made on other exams. This is particularly true when our performance is compared to our new peer group. For these reasons, it is crucial to frame an appropriate goal for this area with special attention paid those students who continue to struggle.</li> </ul>

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, Mock Regents, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).</li> <li>A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass the US History Regents.</li> <li>Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations. Literacy strategies in content areas that can support student performance on the US History Regents will be a consistent agenda item for these meetings.</li> <li>Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students that struggle most to pass the US History Regents.</li> <li>Creation of special Holdover Advisories to provide specific academic support to students who have not previously passed the US History Regents.</li> <li>Each marking period, individualized Regents prep and tutorial plans for students who have not passed in prior administrations of the exams will be created.</li> <li>Intensive tutoring sessions in extended day (8 sessions minimum) in the weeks before the January and June administrations of exams to prep students for the exams.</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>11<sup>th</sup> Grade level team, AP, 11<sup>th</sup> grade guidance counselor, Social Studies Department Head, US History Teachers.</li> <li>Teachers, AP, Programmer, grade level teams</li> <li>Department Head, AP, Principal</li> <li>Grade Level Coordinator, Grade Level Team, PD Planning Committee, AP, Principal</li> <li>Holdover Advisory teachers</li> <li>Teachers/Tutors</li> <li>Teachers/Tutors</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>An increase in the Regents Pass Rate of 3% over last year's rate</li> <li>Each teacher will focus on improving the course passing rate by focusing on getting 2 or 3 failing students in each class to pass</li> </ol>

3. Target goal is for each Department Head to meet every week throughout the school year
4. Target goal is for each Grade Level Coordinator to meet every week throughout the school year
5. 3% of students in the Holdover Advisory will pass the US History Regents and meet the graduation requirement
6. At least 80% attendance for tutoring sessions
7. At least 80% attendance for tutoring sessions

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

1. Start date 9/9/13 end date 6/26/14
2. Beginning and end of each marking period
3. Start date 9/13/13 end date 6/6/14
4. Start date 9/9/13 end date 6/26/14
5. Start date 9/4/13 end date 6/26/14
6. Start date 9/9/13 end date 6/26/14
7. Start date for each Regents Administration (January and June) is 8 weeks prior to the Regent and ending the day before each exam

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

1. Weekly PD sessions will be used for teams to meet for this analysis
2. At the end of each marking period staff meeting time will be used to meet in grade level teams to do goal setting
3. Weekly PD sessions will be used for teams to meet.
4. Weekly PD sessions will be used for teams to meet. Plus, weekly after school meetings for PD committee to meet. Per session will be used to support the PD committee's work
5. Twice a week, Holdover Advisory will meet for a 30 minute session. Circular 6 assignment will be used for this
6. Twice a week, Extended Day Tutoring Sessions will meet for a 50 minute session.
7. 8 sessions minimum for each student will be scheduled plus additional after-school sessions that will be supported with per session funds as needed

**Strategies to Increase Parental Involvement**

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

- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
  - Parent Coordinator will train parents in the use of the ARIS
  - Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

**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	x	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

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.

**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.

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

1.

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

6.

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

1.

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

1.

**5. 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.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

6.

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

1.

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

1.

**11. 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tenth graders are programmed for a double period of English. These classes are designed to provide students with, among other things, reading comprehension strategies, vocabulary building, and strengthening overall literacy skills.	Small group with additional tutoring available	Classes meet every day.
<b>Mathematics</b>	We are providing students identified as needing academic intervention in math with both small group and one-to-one tutoring through an in-school pullout program. everyday, except Wednesday, from 8-9am.	Students will be served in small group pull out and also have the opportunity to attend additional tutorial sessions	Classes meet every day, and tutoring sessions are every day except Wednesday, from 8-9am.
<b>Science</b>	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test taking skill.	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday
<b>Social Studies</b>	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test taking skill.	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	All students are provided at-risk services through referral to the guidance counselor and social worker. Our advisory system provides additional support	One-to-one and small group	Services are provided during the school day and before or after school as needed.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• A hiring committee including administrators, teachers and students will recruit and screen candidates through a process of interview and demonstration lessons to ensure that we attract highly-qualified teachers.</li> <li>• Mentors will be assigned to support struggling and un-qualified teachers</li> <li>• Teachers on a tenure track will participate in a special group called the Tenure Academy that supports the development of the practices of the teachers so they become highly qualified</li> <li>• The pupil personnel secretary will work closely with the HR Director on the network team to ensure that non-HQT meet all required documentation and assessment deadlines</li> </ul>

**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).
Working in consultation the Network Team, the school conducts teacher- led and teacher planned professional development that emphasizes meeting alignment with the Common Core. This year, the use of Danielson's Framework for Effective Teaching will be the anchor for this professional development. Effective instructional practices related to the 22 competencies in Danielson that are a part of the new teacher evaluation system, Advance, will be explored, practiced and perfected through simulation and cycles of inquiry team work. When appropriate, parents are informed of current program modifications or newly adopted initiatives that have been collaboratively agreed upon, to further our students' academic progress.

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
A private grant provided through a CBO (the Institute for Student Achievement) will help to offset the cost of other programs by providing per session resources for curriculum development and committee work. This will free up some funding that would have otherwise been spent on those activities and programs so that they can be applied to work on this goal. Special support for academic support, college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD—these programs provide for some funding to focus on parent outreach and workshops.

**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.
A group of 8 teachers (four selected by the principal and four selected by the UFT Chapter Leader) participated in the a committee that reviewed the options and recommended assessment choices to be used for the MoSL. Ongoing PD for all aspects of Advance have been the focus of weekly meetings. Staff receive training in use of the rubrics for MoTP by evaluating video of lessons. Additional one on one PD is available with coaches, the Lead Teacher, and administrators to help

teachers to improve their practices and score better on all of the Danielson components.

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>495</b>
School Name <b>Park East High School</b>		

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

Principal <b>Kevin McCarthy</b>	Assistant Principal <b>Suzy Ort</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Caroline Worthington</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Xiomara Rodriguez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>411</b>	Total number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>3.65%</b>
--	------------	----------------------	-----------	---	--------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	9

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. ①

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2	0	0	6	1	0	9	0	2	17
Total	2	0	0	6	1	0	9	0	2	17

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3		1	10
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	9	4	0	2	15

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	0		1	2
Advanced (A)										7	3		1	11
Total	0	0	0	0	0	0	0	0	0	9	3	0	2	14

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					0
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									0
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
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	2	0	1	0
Integrated Algebra	8	0	4	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	4	0	2	0
Physics	0	0	0	0
Global History and	2	0	1	0
Geography	0	0	0	0
US History and	2	0	1	0
Foreign Language	0	0	0	0
Government				
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Informal assessments are used that are generated by the teacher. They are administered during class and the data is used to inform instructional decisions by the teacher. Since we have a small population and only one teacher, the opportunities to differentiate instruction on an individual level are possible. The teacher creates individual instructional plans for each student. Opportunities exist for the ESL teacher to collaborate with teachers in content areas based on assessment data shared through student information system (Jupitergrades).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Most students enter our school at the Intermediate or Advanced level and test out as the Proficient level before graduating. This next effect of this is students are proficient quickly and our total number of ELLs is consistently low over time.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
N/A--RNMR not available as of 11/1 when this was written.
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?Paste response to questions here:
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--we only serve grades 9--12
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Development of English is supported schoolwide by a focus on reading informational texts and writing with an emphasis on use of evidence in argument. Development of academic vocabulary is likewise a schoolwide focus that each discipline area focuses on. The use of bilingual dictionaries, computers, Smartboards, and other technology to provide ELLs with additional supports for language development is common throughout the school.
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?No dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success of programs for ELLs is tracked by disaggregating their grades and performance data through information systems like ARIS and Jupitergrades. This allows us to focus on ELL performance not only on big, summative exams, but also performance throughout the year in all classes and content areas.

## 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. When completing the HLIS, the guidance counselor, parent coordinator, and AP, work as an informational team to help the parent completely understand what ELL programs and options are offered at the school. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed by mail, regarding their child's entitlement and placement. Currently, our school offers only an ESL Freestanding program so, if the parent doesn't feel that this is appropriate for their child, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress and/or which

communication skill(s) to improve. This is the only exam an ELL can be removed from ELL services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After viewing the video on program selection, the parents fill-out the forms. The form is returned to the AP, who evaluates the forms and adjusts student programs to satisfy their needs. Parents are informed by mail. The Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents.
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 [\[see tool kit\]](#).)  
All entitlement letters are mailed with contact information so that parents may call for clarification. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement.
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.  
Covered in question number 1
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.  
All ELLs who are eligible for the NYSESLAT are identified and administered all sections in the scheduled ESL class or pulled out during extended day sessions if necessary to complete all sections. Any eligible students who are LTAs are identified early and scheduled for a home visit by the attendance teacher to ensure that they are present for the administration of all sections of the NYSESLAT.
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.   
Most students come to our school already having chosen ESL or being served in ESL in previous schools. There has been no significant request for other programs and consequently, the major trend is for students to stay at the school rather than seeking transfer to another school that provides other programs. Paste response to question here:

## 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])?

A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores.

B. Classes are un-graded with the mixed proficiency Paste response to questions here:

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 Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction. Each class period is 39 to 43 minutes depending on the day of the week. The Beginning level receives 630 minutes of services; the Intermediate level receives 420 minutes of services, and the Advanced levels receive 210 minutes of ESL and 210 minutes of ELA. Instructional time is calculated per amount of period, per day times 5 days.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content area classes use English as the LOI and utilize ESL methodology. Instructional approaches include the use of leveled texts and modified assignments for each level. Content specific academic vocabulary is practiced and PD sessions and common planning time allow teachers to collaborate in the development and design of curricula to support ELLs. Text complexity and use of evidence in argument are the focus for development of Common Core reading and writing standards. The language development must be scaffolded; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. The ESL teacher integrates comprehension strategies in her daily planning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A no dual language program
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Curriculum maps, assessments and major assignments that provide opportunities for evaluation of ELLs in all four modalities are

reviewed by administrators and committee of teachers to ensure quality and appropriateness. Results in the form of student work samples are also assessed in committee.

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).

A. We do not generally have many SIFE in our school. We seek to identify ELLs that have had an interrupted formal education. If they are identified, they are placed in a self-contained program, 5 times-per-week for 90 minutes. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the provided leveled libraries and new books are introduced regularly.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (R) daily along with a daily ELA class on the same level that is literature-based (T). If the

NYSESLAT is not available, then a LAB-R test is given to determine the appropriate ESL level for students. Further, AP and Guidance Counselors determine students' course of study. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program and the ESL teacher has had training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in ELA classes.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and exposing them to rich, authentic texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities involve activating prior knowledge and making connections to their daily lives. All ESL teachers have had training in comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in ELA classes.

D. Long-Term ELLs who are six years or more in an ESL program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and/ or credit recovery. This year, we are tracking students by using available data systems like ARIS and Jupitergrades to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from our instructional programs that range from ELA/Literacy to Regents Prep. The ESL teacher has had training in comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements.

E. Long term ELLs receive ESL services which is determined by their LAB-R and/or NYSESLAT scores. These students are encouraged to attend after-school tutoring and extended day programming.

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?

Teachers of ELLs and SWDs use leveled libraries and other ancillary texts as well as using texts used in content area classes in order to differentiate support according to student's needs. Particular emphasis is put on language development intrinsic to content areas (e.g. science-specific vocabulary) Curricula are developed in collaboration with teachers in content areas and support for ELL--SWDs is specifically addressed in this collaboration in order to accelerate English language development.

7. The school organizes and schedules common planning time in order to facilitate the collaboration of teachers in developing more personalized and differentiated curricula and instructional practices to benefit the diverse needs of ELL-SWDs.

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

The school organizes and schedules common planning time in order to facilitate the collaboration of teachers in developing more personalized and differentiated curricula and instructional practices to benefit the diverse needs of ELL-SWDs.

### 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

### Courses Taught in Languages Other than English

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

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

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

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

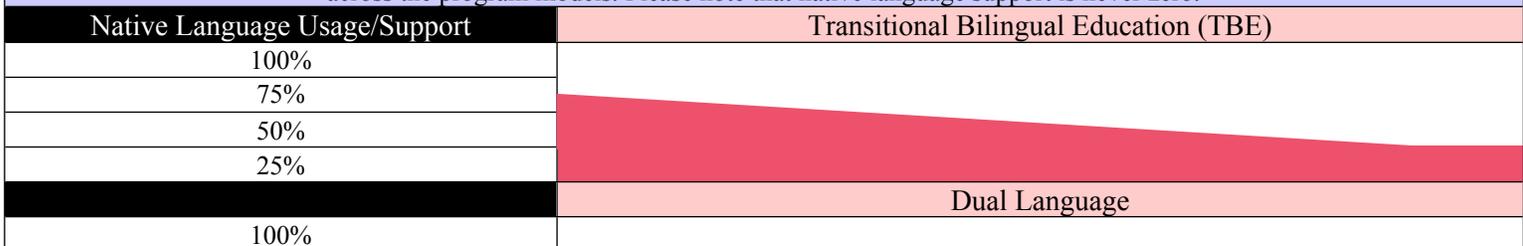
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The targeted intervention programs for our students involve Regent Prep. during after school for all content classes and credit recovery for credit accumulation and Regents Prep. Title 1 funds are utilized for ELLs in need of credit.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is effective and nearly 100% of ELLs graduate on time and meet or exceed college readiness standards.
11. What new programs or improvements will be considered for the upcoming school year?  
Achieve 3000 Reading tracker, Plato Learning Acussess
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are included in after school and supplemental services. We have a credit recovery after school programs for which they participate in. Our year round after school tutoring programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep with literacy support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional materials used to support the learning of ELLs in content areas and language development are meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides (including use of Smartboard) and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills, use of evidence in argument and development of academic vocabulary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
N/A no TBE, DL programs available at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according the reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and form work groups where parts of the lesson can focus on their needs.
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.  
As we often accept new students over the counter, we provide an orientation to the school that integrates the students into our program. Our advisory program, which every student is programmed for twice a week, continues this support throughout the school year for all four years that a student attends.
18. What language electives are offered to ELLs?  
None available at this time
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- N/A No dual language programs available at this time.

## 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.

### PD Plan

#### Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop-
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

#### Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

#### Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

#### Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

#### Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

#### Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing formative and summative assessments and other more extensive projects and assignments
- Backward planning

The teaching staff has ongoing PD. The school-wide PD will focus Literacy in which elements of inquiry and differentiation are embedded. Teachers in their Common Planning Time will meet once a week.

2. The staff has Common Planning Time where teachers are informed and have discussions on ELLs. We have assemblies with teachers and students.

3. All staff during PD sessions has ELL training. The training includes instructional strategies and materials to assist ELLs in class. This helps to support teachers that have ELLs in their classroom. This is also part of their CPT where teachers plan lessons together and create curriculums for all students.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child.
  2. N/A
  3. The Parent Coordinator is often the first to know if parents have a language need. On site, we always have Spanish speaking staff members to serve all the needs of the parents.
  4. All information is distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We hire interpreters for major events such as parent conferences and PTA meetings.

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

**DBN:** 04m495      **School Name:** Park East High School

**Cluster:** 04      **Network:** 404

**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.

We look at home language surveys and informal surveys conducted at parent conferences to determine the translation and interpretation needs of our school.

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.

The vast majority of our students and their parents require only English and a smaller number, Spanish translation and interpretation services. The parent coordinator, assistant principal, and principal all communicated this to the school community through e-mail messages, and orally during staff meetings.

## Part B: Strategies and Activities

---

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

All documents that require translation before being mailed or backpacked home are translated by the bilingual (English/Spanish) parent coordinator. In the event that she is unavailable, the principal's secretary and a school aide who are both bilingual can provide these services at any time.

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 translation services are generally provided by our bilingual (Spanish/English) parent coordinator. In the event that she is unavailable, the principal's secretary and a school aide who are both bi-lingual (English/Spanish) can provide these services when needed. During peak times or special events, such as Parent-Teacher Conferences, we contract out for interpreters to provide services so that parents are not unduly inconvenienced by having to wait for assistance from staff to provide it.

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

All of the parental notification requirements of Section VII will be fulfilled by posting information in the main office near the parent coordinators desk. In addition, a mailing, message via phone and e-mail outlining these rights will be made by the parent coordinator.