



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: Bronx Guild High School

DBN (i.e. 01M001): 08x452

Principal: Sam Decker

Principal Email: sdecker@schools.nyc.gov

Superintendent: Carron Staple

Network Leader: Nate Dudley

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 |
|----------------------|--|-----------|
| Sam Decker | *Principal or Designee | |
| Kris Bertaglio | *UFT Chapter Leader or Designee | |
| Arlene Santiago | *PA/PTA President or Designated Co-President | |
| Dino Martinez | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Cecliee Rauner | Member/ Assistant Principal | |
| Stephanie Elliot | Member/ Assistant Principal | |
| Robin Link | Member/ 12 grade Team Leader | |
| Amanda Martin Morris | Member/ 11grade Team Leader | |
| Thom Grimaldi | Member/ 10 grade Team Leader | |
| Christine Peters | Member/ 9 grade Team Leader | |
| Evelyn Rodriguez | Member/ parent | |
| Evelyn Guzman | Member/ parent | |
| Yolanda Fontanez | Member/ parent | |
| Margarita Pena | 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 | |
|--|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| x | Academic Intervention Services (AIS) |
| x | Title I Plan (Only for schools receiving Title I funding) |
| x | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2014, we will increase Algebra Regents passing rate for all 72 sophomore in the 2016 cohort from 33% to 35% as evidenced by the 2013-14 NYC Progress Report

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.

We have a 2 year algebra sequence because our students attend internships 2 days a week. Our pass rate for sophomores was 33% for the 2012/13 school year. Historically, we have struggled with ensuring our students pass the Algebra Regents. Thus we are re-thinking our approach to Math instruction, by focusing on depth over breadth resulting in students being not only familiar with mathematical vocabulary but being able to apply skills based on that vocabulary. Also, for our grade 9 students we will heavily address mathematical practices such as fluency, application and conceptual understanding, with a common core lens, and touch upon these same practices for grade 10 students. This way, we hope to see a vertical incremental change vertically in math pass rates.

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. Focus will be on aligning math instruction with common core standards that show relevance of algebra in real world situations while building and reinforcing basic skills and mathematical thinking and problem solving. Math team will help 10th grade math teacher build relevant and rigorous curriculum. After school tutoring and Saturday math academy will help struggling students. Math teacher will meet once a week with coach to plan, devise and improve instructional strategies.

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

1. Math Team, consisting of math teacher from all four grades will support 10th grade math teacher, meeting bi-weekly during PD sessions and once a month after school. Principal will coach 10th grade math teacher weekly on instructional strategies and planning. Math teacher will visit effective teachers at other schools across network. Math teacher will attend Math for America professional development off site.

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

1. Math team will devise two assessments for each unit, one formative mid-unit and one summative performance task. 10th grade students will take mock Regents twice a week to gauge effectiveness of curriculum. A baseline assessment will be given at the beginning of the school year. PSATs will be given in October to also be used as a baseline. Math team will look use protocols to look at student work and provide feedback to teacher at math team meetings, and during weekly PD meetings.

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

1. Baseline will be given in September 2013. PSAT will be given in October 2013. Mock Regents will be given in December 2013 and May 2014. 8 Regents style assessments will be given over the course of year, corresponding with 8 marking periods. 8 performance tasks will be administered at the end of each of the 8 units corresponding with marking periods.

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

1. TL Fair Student funding and Title 1 SWP funds will be used to carry our plan. PD is planned for two hours weekly. Math team will meet after school once a month. Saturday School will commence in December. Per Session will be available for teachers.

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).

Parents will be invited to workshop on common core standards and instructional shifts

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 there will be a 2% increase in student's collective performance across all content areas as measured by Scholarship reports. As means to reach this goal we will devise and implement interim assessments in core content areas. Teachers will administer these assessments 2x during each unit of study in order to inform instruction and address areas of need in a timely fashion.

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.

While Bronx Guild has continually increased student performance in all areas since the onset of NYC Progress Reports (we went from the 19th percentile to the 72nd percentile in 2011/12,) we slipped to the 34th percentile in 2012/13. Therefore we need to increase student performance overall in all core content areas, in both credit accumulation and Regents pass rates, and use data more effectively in revising instructional planning and delivery and assessment practices planning as we go through the year.

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. Curriculum team will meet for two weeks during summer to revise curriculum units and devise interim and summative assessments. Content teams will meet bi-weekly to assess student work and devise instructional planning based on data gathered. Content teams will meet 8 times after school to grade student assessments. 5 teachers will participate in the Teacher Leadership Program, a year-long training sponsored by the DOE to help train teachers to lead teacher teams to analyze data to maximize planning and delivering of instruction.

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

1. Principal and 2 assistant principals will each be responsible for a content team to coach. Each will oversee a member of the TLP participants who will lead teams. 5 teachers will participate in TLP year-long training. PD will be scheduled for two hours a week to allow grade and content teams, as well as literacy team and internship team to analyze student work and plan.

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

1. 8 formative interim assessments and 8 summative performance task assessments will allow teacher teams to monitor effectiveness and progress in each content area, and across grade teams.

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

1. Each semester will contain 4 marking periods that correspond with 4 units.

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

1. TL Fair Student funding, Title 1 SWP. Per session will be available to teachers.

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).

Parents will be invited to round table presentations of student work.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By April 2014, there will be a 5% increase in teacher's collective performance in Component 1e as measured by Danielson Framework for teaching. Teachers will use interim assessments and student work to strengthen their planning and preparation in content teams.

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.

We previously used a Bronx Guild Instructional Framework Rubric that blended elements of Danielson. As a school community, we identified planning instruction and setting instructional outcomes as a high need and high leverage area for all teachers. In addition, coherent planning and preparation will pave the way for our remaining annual goals.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Teachers set personal goals and areas of need in Domain 1 as areas of focus with their instructional coaches. Each teacher is assigned an instructional coach to meet with weekly for planning and reviewing of instruction and student work. Teachers will use data from interim assessments, literacy team reading assessments and student work to strengthen their planning and preparation in content teams. Teachers will meet in weekly PD for 2 hours for planning and looking at student work, and after school for further content team time.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, assistant principals and all classroom teachers, including special educational coordinator will work collaboratively to meet this goal. Network will support with PD and coaching of principal and assistant principal.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Teachers will receive non-binding ratings on areas of Domain 1 to compare progress to last years feedback from Bronx Guild Instructional Framework, and this years movement. Teachers will receive feedback weekly in coaching meetings.
- D. Timeline for implementation and completion including start and end dates**
 1. First meetings with teachers were held in September, and continue weekly. In January teachers will set personal goals in Domain 1. Teachers will be rated in Domain 1 by April 30th, 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teachers are scheduled to meet with coaches weekly, either during preps or after school. Weekly PD always contains an element of planning and instructional goal setting. 5 PDs over the course of the year are devoted solely to planning. Per Session funds will be available for after school meetings.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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.
 From September 2013-June 2014 there be a 100 point increase of students in city wide lowest third in each grade (9-12) as measured by the Scholastic Reading Inventory. We will be using literacy strategies implemented and supported by school-wide literacy team in all grades with all students, with a special focus on our lowest third.

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.

Our 2012-2013 school wide literacy assessment, the San Diego Quick Assessment, confirmed what our consistently low Regents scores have indicated: students in the lowest third citywide, which is approximately 85 students, are struggling readers, and many other students are still reading below grade level.

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. School wide literacy team, composed of 2 administrators, special education coordinator and teachers from all content areas, plan and implement literacy strategies across school in all content areas. Lit Team plans and facilitates PD once monthly and during 2 whole day PDs. PD will focus on teaching and applying literacy strategies, then looking at student work to assess effectiveness. Assistant Principal/Lit specialist will form weekly book club with small group of most struggling readers, identified by reading assessment and classroom teachers. Baseline literacy assessment, the Scholastic Reading Inventory, given school wide in September, in February, and again in May. Teacher coaches require literacy strategies as part of daily lesson plans for teachers, and focus on them in weekly coaching meetings.

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

1. School wide literacy team, composed of 2 administrators, special education coordinator and teachers from all content areas, plan and implement literacy strategies across school in all content areas. Lit Team plans and facilitates PD once monthly and during 2 whole day PDs.

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

1. Scholastic Reading Inventory given 3 times a year; 8 interim assessments in all content areas contain literacy elements; student work analysis and protocols

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

1. Baseline assessment given in September, February and May; Weekly PD for 2 hours; Summative assessment in May.

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

1. Fair Student Funding, Title I SWP, Nystl library money used. PD scheduled weekly for 2 hours; per session for literacy team and after school coaching.

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).

Parents will be introduced to strategies and goals during Parent evenings, and end of semester presentations of learning.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #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.

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

1.

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

| |
|---|
| 1. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| D. Timeline for implementation and completion including start and end dates |
| 1. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. |

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Reading inventory, book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds | Small group work, one on one instruction, after school tutoring, Saturday workshops | During school, afterschool, Saturday School |
| Mathematics | Reading inventory, book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, numeracy interventions, guided real world math problems | Small group work, one on one instruction, after school tutoring, Saturday workshops | During school, afterschool, Saturday School |
| Science | Reading inventory ,book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, scientific method experiments, labs, hands on work in organic garden | Small group work, one on one instruction, after school tutoring, Saturday workshops | During school, afterschool, Saturday School |
| Social Studies | Reading inventory book clubs, story boards, questioning techniques, writing workshops, guided reading, read alouds, document based readings, social studies club | Small group work, one on one instruction, after school tutoring, Saturday workshops | During school, afterschool, Saturday School |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling, both one on one and small group; anger management workshops; LGBT group; Kid talk and PPC built into weekly grade team meetings; weekly college curriculum built into advisory time, starting in 9 th grade | Small group work, one on one instruction, after school tutoring, Saturday workshops | During school, afterschool, Saturday School |

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Teacher turnover is low, but when needed we reach out to partner organizations, network, DOE employment fairs, Teaching Fellows and TFA for possible candidates. Teachers are observed frequently (once a week) and meet with coaches weekly for feedback and planning. School wide PD is held for 2 hours every Wednesday. Teachers are encouraged to attend off site PD when applicable |

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). |
| School wide PD is calendared in weekly, for two hours; Administrators and support staff attend network PD; All staff are encouraged to attend off site PD when applicable and appropriate. Teachers meet with coaches weekly for coaching and planning. Grade teams meet weekly to plan, assess student work and participate in kid talk. 5 Teachers are participating in DOE Teacher Leadership Program, a year long training, along with the Assistant Principal. Principal and Assistant Principal meet and work with Big Picture Learning, our CBO partner. |

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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|---|
| 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

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|--|----------------------|--------------------------|
| District 8 | Borough Bronx | School Number 452 |
| School Name Bronx Guild High School | | |

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

| | |
|--|---|
| Principal Sam Decker | Assistant Principal Cecilee Rauner |
| Coach type here | Coach type here |
| ESL Teacher Sarah Moore | Guidance Counselor Candice |
| Teacher/Subject Area type here | Parent Arlyn Santiago |
| Teacher/Subject Area type here | Parent Coordinator Juan Benitez |
| Related Service Provider Marilyn Valdes | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 2 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 318 | Total number of ELLs | 31 | ELLs as share of total student population (%) | 9.75% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 31 | Newcomers (ELLs receiving service 0-3 years) | 7 | ELL Students with Disabilities | 11 |
| SIFE | 0 | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6+ years) | 14 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 7 | | | 10 | | | 14 | | | 31 |
| Total | 7 | 0 | 0 | 10 | 0 | 0 | 14 | 0 | 0 | 31 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Bengali | 2 | | | | | | 2 | | 4 | 0 |
| Spanish | | | | | | | | | 0 | 0 |
| SELECT ONE | 10 | | 9 | | 8 | 5 | 7 | 3 | 34 | 8 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 12 | 0 | 9 | 0 | 8 | 5 | 9 | 3 | 38 | 8 |

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 | | | | | | | | | | 10 | 7 | 5 | 3 | 25 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | 1 | 1 | 2 | 1 | 5 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 8 | 7 | 4 | 30 |

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) | | | | | | | | | | 3 | | | | 3 |

| 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) | | | | | | | | | | 2 | 2 | 2 | 1 | 7 |
| Advanced (A) | | | | | | | | | | 6 | 4 | 1 | 1 | 12 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | 3 | 2 | 22 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 2 | 0 | 0 | 0 |
| | I | | | | | | | | | | 6 | 2 | 3 | 1 |
| | A | | | | | | | | | | 2 | 2 | 0 | 0 |
| | P | | | | | | | | | | 0 | 0 | 0 | 0 |
| READING/ WRITING | B | | | | | | | | | | 2 | 0 | 0 | 0 |
| | I | | | | | | | | | | 6 | 2 | 3 | 1 |
| | A | | | | | | | | | | 2 | 2 | 0 | 0 |
| | P | | | | | | | | | | 0 | 0 | 0 | 0 |

| 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 | | 2 | |
| Integrated Algebra | 3 | | 3 | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | 3 | | 1 | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | 1 | | 1 | |
| US History and Government | 2 | | 2 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

Initial determination of early proficiency levels is achieved through the LAB-R, our in-house reading comprehension and writing intake assessments, as well as an additional first week writing assessment to confirm proper placement of our ELL students. Our DYOP periodic assessment given twice every semester, serves as our promotional exam. We administer it 4 times a year. Each wrong answer is coded to a type of misconception and difficulty. Some wrong answers show that the student was not able to understand any of the text. Some are non-text based errors. Some errors show that the student has misread parts of the text. And finally, some show that the student has understood parts of the text, but the answer is wrong for the given situation. After each exam a class item analysis is given to each teacher. This analysis is broken down item by item for the class as a whole so the teacher can see trends and address them, as well as by individual learner reports, so teachers can differentiate by individual student areas of concern.

While our new ELL students trend towards intermediate and advanced levels in the areas of listening/speaking and reading/writing, we concentrate equally on all four areas in our curriculum.

For both the 2011-13 school year and the present school year, each level of curriculum is supported by the ESL staff after reviewing the data produced from the results of intake examinations, first week assessments and our DYOP interim assessments. The ultimate goal of the curriculum is to have students well prepared to pass the ELA Regents exam in two years or less. (As Manhattan Comprehensive is a transfer school, with all over-aged under-credited students, we have little time before they age-out. ELL students attend our school at an average of 2 years before graduating.)

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the majority of our ELL students are at the intermediate to advanced levels, but despite the amount of time in the U.S. or the NYC public school system, do not cross over to proficiency. In addition, we administer literacy assessments to all our students to create future reading goals based on current reading levels. Our analysis of Regents and benchmark assessments shows us that our ELL students fit into the pattern of all the students in our school: our literacy levels are varied and mixed. We did not have any students who took the LAB-R. NYSESLAT results show us that 3 students are Beginners, 7 students are intermediate, and 13 students are advanced.
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 [AMAQ tool](#))

This information was not made available by the NYSED yet.

The focus of our school is individualized instruction and project based learning, as much as possible. The data shows that we will continue to provide an instructional program that is a combination of pull-out and push in programming. The ELL teacher provides block time for ELL instruction in a sheltered environment, while also providing support within the students' academic classroom. The ELL teacher also coordinates instructional strategies with the ELL students' teachers. Instruction is provided in both whole class, small group and one on one basis, depending on the individual student's needs.

The other focus of our school is our internship program. Students attend internships of their choice two days a week. The internships (or LTI-- Learning through internship) require an intensive semester long project that requires research and performance tasks. ELLs are placed with mentors in their native language who are successful dual language professionals.

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?

ELLs take tests in English instead of native languages. This has been a preference for all our students, since most trend towards intermediate and advanced levels. Many of our beginning students struggle with literacy in both native languages and English. We evaluate the success of our programs for ELLs and the progress of our ELLs through many different venues, including meeting AYP, School Quality Reviews, periodic assessments promotion and pass rates.

In order to increase proficiency for our ELLs we continue to work on ESL/ELL curriculum integration and CCLS realignment.

Periodic assessments reveal that our ELLs struggle with the same literacy difficulties and deficiencies as our native population. We will continue to promote literacy strategies which are a whole school focus, and the focus of our weekly professional development for faculty. Teacher lead grade and content teams focus on alignment of curriculum for all students, with a special focus for ELL and SPED students.

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](#).)

We are a high school

6. How do you make sure that a child's second language development is considered in instructional decisions?
Using NYSELAT data and our own internal assessments we plan individualized programs for our students. We also interview parents to get more information about a student's background and history. Literacy is supported and planned for in all content areas. Students are supported with teachers or staff members in the student's native language group when necessary. Literacy strategies are used in all classrooms that are transferable between languages. Reading selections, while in English, are aligned with literature, writers and content topics that are relevant to a student's native country and culture. In our Spanish classes we study the literature of Spain, Latin America and the Islands. We introduce students to significant authors (Lorca, Allende, Marquez, Borges, Etc...)
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?

We do not have a formal dual language program. We provide dual language assistance as needed.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs through traditional venues such as AYP, Quality Reviews and School Progress Reports. In addition to collect and analyze all available data, including Regent pass rates, periodic assessments, structured unit assessments that are both performance tasks and Regents aligned. Each student presents their semester work and progress at end of semester Presentations of Learning, which are attended by classroom teachers, mentors from the internship program, parents and peers. In addition, rubrics are included in each project which allow students to self assess and peer assess progress. We also use the NYSELAT data.

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](#).)
When students and parents first come to the Guild, we provide DOE orientation materials in their native language, and are informed of our school focus and language philosophy. They are assisted by licensed native language school employees should they have any questions. Parents are also informed about our internship program. Parents at the Guild support and choose a Freestanding English as a Second Language program and we have aligned our instruction and curriculum towards that choice. We then do an initial screening using the LAB-R and the HLIS survey. We interview parents for the student's educational and language history. If students come to us mid-semester we also administer our DY0 literacy test to find student's reading level (unless student is clearly a beginner in English).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents are informed, as soon as a student is admitted, of their choices through DOE materials and by discussion with staff and faculty fluent in their native language if necessary. Parents are invited to speak to teachers in the student's cohort to get further information and ask questions. A translator is provided if necessary. Cohort teachers provide parents with their phone numbers for

further questions. Parents are invited to attend information sessions about their children 4 times a year, two open school nights and two end of semester presentations or learning.

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](#)].)

The school office manager collects and stores all materials from parents in a secure, locked room. Parent coordinator reaches out to all parents to ensure that surveys are received and understood, and if further translation or information is required. Eligibility is determined by running NYSELAT Modularity Reports on ATS as well as RLER and RELL reports. Entitlement letters are distributed by the school Office Manager.

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.

One on one conversations with parents are a major component of our educational program and school design. Placement letters are distributed during initial conversations, or as needed. When necessary these conversations are conducted with school staff or faculty member who is fluent in the families native language. Parents are presented with all available options.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinator, assisted by the ESL teacher and other available staff members administer the NYSESLAT to all ELLs during the window for testing. Eligibility is determined by NYSELAT modularity reports and RELL and RLET reports on ATS. Separate rooms are secured and schedule, including make up days, is created. We use the RESL (ATS) to identify students required to take the NYSELAT and RLAT to get the raw scores.

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. 

100% of parents choose the Freestanding English as a Second Language program. The program as stands is aligned with our philosophy and structure as an independent project based internship school.

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])?

Instruction at the Guild is delivered through 4 core content classes (ELA, Math, Science, SS) in each cohort. The content teachers follow the cohort through all four years of high school. Each content teacher is also an advisor who is not only the point person for the student, but is responsible for monitoring and structuring the student's LTI project and service. Students are expected to earn at least 2 credits each semester through the LTI project. Literacy is infused in all content and LTI curriculum. Students are part of a "crew" of 16-22 students, so class sizes are small and allow for one on one instruction and tutoring, as well as small group work. Students receive support from the ESL teacher and the two foreign language teachers, as well as the SPED coordinator who is bilingual in Spanish, as needed.

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)?

Beginner students receive 540 minutes of ESL instruction per week

Intermediate students receive 360 minutes of ESL instruction per week

Advanced students receive 192 minutes of ESL instruction per week

In addition students receive extra tutoring after school and in our Saturday School. Scheduling is constructed to meet the mandated required minutes, with push in support and extra support on the 2 internship days, when students receive one on one and small group instruction before attending internships.

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.

Students are programed in 9th grade, and stay with the same "crew" through 10th grade. Content is individualized and differentiated according to student need. All students are held to CCLS standards regardless of starting point, as we shift to using these standards in all content areas. Literacy strategies, such as visualization, questioning, word walls, graphic organizers, audio summary, think-pair share, small group work, dual language dictionaries, are employed in all classrooms, at all levels.

In 10th grade the crews are scrambled, with students placed in groups (Wolverines, Hawks, Eagles...) based on math proficiency. Students take different math paths, while humanities instruction and content is uniformly even. Instruction is provided via direct teacher instruction followed by one on one and small group instruction. Students work on individualized projects during core instructional periods and for two periods 3 times a week, as well as during enrichment periods on internship days.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Faculty and Staff who are proficient in students' native language evaluate students in their native language on a needs basis throughout the year. Students also

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers and ELL teachers work with the school wide literacy team to assess all aspects of literacy, including English acquisition. We use both formative and summative assessments. Students are tested for reading levels 4 times a year, at the end of each unit with a performance task aligned with common core standards, and mid unit using a Regents style assessment. In addition grade teams examine student work, with particular attention to special populations, during monthly grade team meetings.

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).

We do not have SIFE students, or students who have been in the US for less than 3 years. For all other students work is differentiated the same: we work one on one to individualize student learning as much as possible. We use student lexils to provide literacy

level appropriate texts for students. We use student interest as entry points to core content. We provide a variety of levels of entry work for whole class work. We provide after school and Saturday School for students who want it. On Tuesdays and Thursdays, when students are usually at internship, ELLs and students with IEPs come for two hours of enrichment before they go to their internships. Cohort teachers plan for enrichment weekly, using student work as assessment to plan differentiation based on individualized need.

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?

All core teachers use literacy strategies in all lessons, as well as one on one and small group instruction. All materials are matched to student reading levels. Materials include leveled readings aligned to student interest and internships, as well as individualized student projects that all students create. Support in planning and instruction is provided by ESL teacher, literacy coaches, grade team coaches and SPED coordinator.

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?

In addition to our regular individualized and small group instruction, we provide enrichment on Internship days for ELL-SWDs to address their IEP goals. We do not have resource room, but instead provide students with extra help from our Science Specialist, Math Specialist or Literacy Specialists. The IEP coordinator also provides extra support for all students with IEPs. Students at the Bronx Guild have individualized learning goals created by the student and the advisor, with input from the literacy coach, SPED coordinator, ESL teachers and grade team as a whole.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

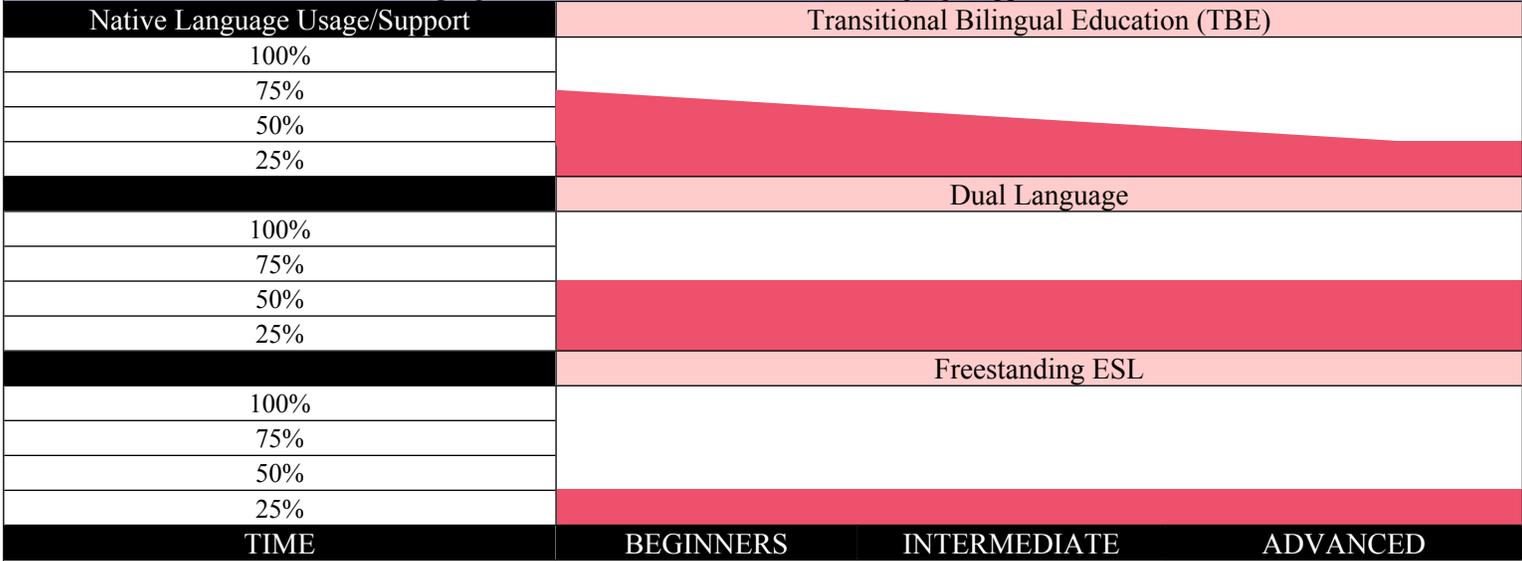
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All ELLs in all content areas are assessed twice in each unit, with a Regents style exam and a performance task, and are provided with individualized interventions on a needs basis. Science, Math, Literacy and Special Education Specialists work with both students and teacher to provide help and interventions. Data from all assessments is examined and used in planning instruction and supports needed for each student in the Guild. Math assessments are aligned with common core standards. Regents style exams are based on Regents questions, essays and requirements. Tests are examined to analyze skills and content areas needed by students. Instruction is then planned using the information and data from the exams.

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 in meeting the needs of ELLs. ELLs are not singled out if possible, but receive the benefits of small class size and frequent adult attention and intervention that all our students receive. Our focus on literacy is already yielding results in both more rigorous classroom instruction and student work that meets or approaches new CCLS standards and our own standards. Students in ELA, Social Studies, Science and Math are taught literacy skills through direct instruction, small group instruction and one on one instruction. Student work is examined by grade team cohorts in monthly PD meetings and weekly team meetings, as well as by individual instructors, to plan lessons and provide interventions and specialized, individual support.

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

Currently two teachers are working on becoming certified in ESL so that we can recruit more ELLs and better meet the needs of students who are new to the country. The population of our school neighborhood is changing and we want to change with it to and attract these new comers to our school.

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.

ELLs have access to all programs in our building (there are 9 schools in the campus) including PSAL sports, intermural sports, dance programs, a gardening program, arts programs, chess club. ELLs are fully integrated into the life of the school and the campus, and are represented in all aspects of after school and special programs.

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

All of our classrooms are equipped with technology. We also have laptop carts available for every room, as well as desk top computers.

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

Through individualized work and support from ESL teacher, SPED coordinator and literacy and instructional coaches.

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

Supports are matched to ELLs' ages and grade levels via consultation with advisors, grade team members, ESL teacher and coaches. Unit plans and lesson plans are made in consultation with advisors, grade team members, ESL teachers and coaches.

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.

We have an orientation and bridge program during the summer for all new students. The work in the Bridge program, like all our work, is individualized and differentiated according to student need.

18. What language electives are offered to ELLs?

Spanish

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

We provide 2 hours of professional development a week for the entire school, as well as targeted professional development based on teacher need and interest. PD is held every Wednesday for two hours. Assistant principal, and all staff in the school attend weekly PD sessions. The focus of the year is literacy and assessment, which is incorporated into all lesson and unit plans. In addition all teachers meet for 1 hour a week with a coach to help lesson plan, including differentiating lessons for all learners. Teachers also meet for one hour a week in grade teams, and 1 hour in content teams, to review assessments, plan, do targeted intervention planning for struggling students, and kid talk. 5 teachers are participating in the Teacher Leadership Program, learning how to lead teacher teams in the above activities.

ELL and SPED teachers participate in Network Professional Development that is held on average once every 5 weeks.

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?

We have an open door policy at the Bronx Guild. Parents are allowed and encouraged to stop by at any time. All parents have the phone numbers of each students advisor and may call at any time. Parents can also access student records via Pupil Path by Datacation. In addition we hold monthly parent meetings, and all parents are encouraged to attend. We send phone messages and email messages, as well as back pack letters. Parents are solicited for the topics for the meetings, so that we discuss or present is relevant to parents. A translator is present at all meetings for Spanish speakers. We use a student for translating Bengali.

E. Additional Information

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

Our school model seeks to work as individually as possible with all students, to prepare them for life after high school. Our school is built on the principles of Rigor, Relevance and Relationships. We work hard to know and meet the needs of each of our students, and their families.

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: _____ **School Name:**

Cluster: _____ **Network:**

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 languages of each our students and their families. Because our school is built on having small teacher to student ratios and very close relationships with our students and our families we know our students very well. Teachers are responsible for frequent communications with families, and must know what language the families wish to use to communicate.

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.

We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. We provide data on school populations and make up in all aspects. Translators are available among the staff to make sure each family understands and is welcomed.

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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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.

School staff translate all written documents. Currently a member of the staff is fluent in each of the languages among our school population.

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>.

This information is given to parents both orally in school family partnership meetings and in our welcome letter that is sent home at the beginning of each school year .