



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FELISA RINCON DE GAUTIER INSTITUTE FOR LAW AND PUBLIC
POLICY

DBN (i.e. 01M001): 08X519

Principal: GRISMALDY LABOY-WILSON

Principal Email: GLABOY@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

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
GRISMALDY LABOY-WILSON	*Principal or Designee	
CARRIE WEISLER	*UFT Chapter Leader or Designee	
EARLENE HERNANDEZ	*PA/PTA President or Designated Co-President	
ANGEL ORTIZ	DC 37 Representative, if applicable	
BRIANNA ANDERSON	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
JANICE GRILLO	Member/ UFT	
ROSA SALCEDO	Member/ CSA	
ELIZABETH BARBOSA	Member/ PARENT	
J GUADALUPE	Member/ PARENT	
BABINA JAIGOBIN	Member/ PARENT	
AIDA ROMERO	Member/ PARENT	
PRINCE ROBLES	Member/ STUDENT	
JULIAN GUADALUPE	Member/ STUDENT	
JAIPRAKASH SHIWPRASAD	Member/ STUDENT	
	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.

Increase ELA Regents passing rates by 5% for the 2013-2014 school year through the use of CCLS aligned instruction

Comprehensive Needs Assessment

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

Based on Regents data from 2012-2013, students need to improve upon and increase the Regent's passing rate in ELA. In order for students to improve their performance on English assessments, their ELA curriculum is aligned with the mandates of the Common Core Learning Standards. Increasing the academic rigor of the ELA curriculum will result in the attainment of Regents and Advanced Regents diplomas, along with an increase in participation in college level programs, such as Advanced Placement courses and College Now. Honors and Advance Placement courses in ELA will also be implemented to provide a rigorous and CCLS curriculum-based assessment plan that will best utilize teacher's strengths with student's needs

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. During Common Planning Time, ELA teachers will work collaboratively throughout the year during their professional activity, with support from administration, ELA coach, and the CFN instructional specialist to develop CCLS performance tasks and rubrics, and discuss implementation and analysis of student work for ELA.
2. ELA Baseline assessments are used to monitor students' progress.
3. Students are targeted based on regents passing rates and credit accumulation for additional support in ELA, taking place before school, after school, and on Saturdays, or for advanced courses.
4. Teachers will attend ongoing professional development in school and outside of school, facilitated by NYCDOE and private vendors.

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

1. With the support of our Educational Consultant, and CFN Instructional Specialist, Teachers will hold extracurricular sessions in ELA during regular school hours and before/after school and on Saturdays. The before/after school and Saturday planning activities will be per-session based.
2. Small group, and one to one instruction is provided during the course of the year.
3. ELA coach supports by push-in to support teacher with best practices to assist students on a needs basis
4. Administration and teachers.

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

1. Our school's administrators, Educational Consultant, and CFN Instructional Specialist provide ongoing formal and informal feedback on curriculum, lesson planning, instruction, assessments, etc.
2. Improvement of students' performance based on intermittent formal and informal assessments administered throughout the course of the year.
3. As needed, identified students are attending the extended day small group instruction, the before/after school and Saturday Academy regents prep and credit recovery program; improvement in Regents scores and credit accumulation.
4. Evidence of growth from professional development opportunities during observations.

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

1. Common Planning activities are scheduled daily.
2. Every marking period ongoing formal and informal assessments are administered to monitor students' progress.
3. Students will be scheduled for ELA extended day, small group instruction and Saturday Academy from September 2013 to June 2014.
4. Teachers attend school-based PD weekly and offsite PD sessions monthly.

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

1. Educational Consultant and CFN funds are set-aside in our budget to cover their costs. The school has a highly-qualified TESOL teacher who utilizes QTEL models. CTE based literacy programs, including the Law Academy. Per session will be paid to teachers who support the before/after school and Saturday Academy sessions.
2. Baseline assessments administrated throughout the year will be graded on a per-session basis, as needed.
3. Per session will be paid to teachers for before/after school and Saturday Academy sessions.
4. Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons). Per diem and coverages for teachers out of the building on PD.

Strategies to Increase Parental Involvement

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

1. The school will continue fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. To facilitate this partnership, the school has implemented the online Jupiter grade system. The school will continue sharing information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand. The school will continue providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy and use of technology). The school will continue providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and Resource Alignment

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

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

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

OTPS

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, students taking the Global History and Geography Regents will demonstrate progress towards achieving state standards as measured by a 5% increase in overall passing rates.

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.

After comparing the overall Social Studies student passing rates from the 2011-2012 and 2012-2013 years to the Regents passing rates from the June 2012 and June 2013 examinations, we determined that the major obstacle for our students in terms of credit accumulation and preparation for College was in their performance on the Regents examinations. As a result, we have set goal to make major gains by aligning the department's Social Studies curriculum to the CCLS.

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. During Common Planning time, Social Studies teachers will work collaboratively throughout the year during Professional Activity, with support from administration, the department lead teacher, the educational consultant, and the CFN instructional specialist. The collaborative teacher work will focus on CCLS task and rubric development, implementation, and analysis of student work.
2. Regents based assessments are used regularly to monitor students' progress.
3. Students are targeted based on regents passing rates and credit accumulation for additional support in Global Studies, taking place before/after school in small-group instruction and on Saturdays.

4. The Social Studies department will continue to collaborate to develop targeted strategies to enhance student skills for the Regents examinations. The three areas of focus were vocabulary, document analysis, and essay writing skills. CCLS Curriculum Alignment: The department recognizes the impact that the Common Core Learning Standards will have on students' overall academic performance. As such, the department will collaborate with the English department to share best practices and help the Social Studies department to create a literacy task aligned to the CCLS.
5. Teachers will attend ongoing professional development in school and outside of school.
6. Our Educational Consultant supports by push-in to support teachers with best practices to assist students on a needs basis.

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

1. With the support of our Educational Consultant, and CFN Instructional Specialist, teachers will hold extracurricular sessions in Global history during regular school hours and before/after school and on Saturday. The before/after school and Saturday planning activities will be per-session based.
2. Teachers.
3. Administrators and teachers.
4. Social Studies and ELA teachers.
5. Administrators and teachers.
6. Educational Consultant.

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

1. Our school's administrators, Educational Consultant, and CFN Instructional Specialist provide ongoing formal and informal feedback on curriculum, lesson planning, instruction, assessments, etc.
2. Improvement of students' performance based on intermittent formal and informal assessments administered throughout the course of the year.
3. As needed, identified students are attending the extended day small group instruction, the before/after school and Saturday Academy regents prep and credit recovery program; improvement in Regents scores and credit accumulation.
4. Development of task; growth of students in targeted areas.
5. Growth of teachers instructional practice as evidenced during observations.
6. Student achievement gains by students receiving push-in services.

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

1. Common Planning activities are scheduled daily.
2. Every marking period ongoing formal and informal assessments are administered to monitor students' progress.
3. The extended day small group instruction will be implemented from September 2013 through June 2014, Monday through Thursday. After school and Saturday regents prep classes will also be implemented during the Fall and Spring term.
4. The Social Studies department meets daily and collaborates with the ELA department weekly.
5. Teachers attend school-based PD weekly and offsite PD sessions monthly.
6. Push-in support is provided five periods each school day.

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

1. Educational Consultant and CFN funds are set-aside in our budget to cover their costs. The school has a highly-qualified TESOL teacher who utilizes QTEL models. Our CTE Law Academy course sequence is aligned to our social studies CCLS curriculum. Per session will be paid to teachers who support the before/after school and Saturday Academy sessions.
2. Per session opportunities for teachers to grade interim assessments.
3. Per session will be paid to teachers for before/after school and Saturday Academy sessions.
4. No cost associated with this activity.
5. Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons). Per diem and coverages for teachers out of the building on PD.
6. Cost of Educational Consultant.

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

The school will continue fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through various means including the online Jupiter Grade system. The school will continue sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The school will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy and use of technology. The school will continue providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III	x	Set Aside	x	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.

Increase Integrated Algebra Regents passing rates by 5% for the 2013-2014 school year

Comprehensive Needs Assessment

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

Based on Regents data from 2012-2013, students need to improve upon and increase the Regent’s passing rate in Mathematics. In order for students to improve their performance on math assessments, the math curriculum is aligned to the Common Core Learning Standards. Increasing the academic rigor of the math curriculum will result in the attainment of Regents and Advanced Regents diplomas, along with an increase in participation in college level programs, such as College Now. Advanced courses in Mathematics will also be implemented to provide a rigorous and CCLS curriculum-based assessment plan that will best utilize teacher’s strengths with student’s needs.

Instructional Strategies/Activities

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

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

1. During Common Planning Time, the math teachers will work collaboratively throughout the year during their professional activity, with support from administration, Educational Consultant, and the CFN instructional specialist to develop CCLS performance tasks and rubrics, and discuss implementation and analysis of student work for algebra, geometry, and trigonometry
2. Regents based assessments administered throughout the year are used to monitor students’ progress.
3. Students are targeted based on regents passing rates and credit accumulation for additional support in mathematics, taking place before/after school in small-group instruction and on Saturdays.
4. Teachers will attend ongoing professional development in school and outside of school.
5. Our Educational Consultant supports by push-in to support teachers with best practices to assist students on a needs basis.

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

1. With the support of our Educational Consultant, and CFN Instructional Specialist, teachers will hold extracurricular sessions in mathematics during regular school hours and before/after school and on Saturday. The before/after school and Saturday planning activities will be per-session based.
2. Teachers.
3. Administrators and teachers.
4. Administrators and teachers.
- 5.—Educational Consultant.

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

1. Our school’s administrators, Educational Consultant, and CFN Instructional Specialist provide ongoing formal and informal feedback on curriculum, lesson planning, instruction, assessments, etc.
2. Improvement of students’ performance based on intermittent formal and informal assessments administered throughout the course of the year.
3. As needed, identified students are attending the extended day small group instruction, the before/after school and Saturday Academy regents prep and credit recovery program; improvement in mathematics credit accumulation and Regents scores.
4. Growth in teacher practice during observation cycles.
5. Student achievement gains among students receiving push-in assistance.

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

1. Common Planning activities are scheduled daily.
2. Every marking period ongoing formal and informal assessments are administered to monitor students’ progress.
3. The extended day small group instruction will be implemented from September 2013 through June 2014, Monday through Thursday. After school and Saturday regents prep classes will also implemented during the Fall and Spring term.
4. Teachers attend school-based PD weekly and offsite PD sessions monthly.
5. Push-in support is provided five periods each school day.

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

1. Educational Consultant and CFN funds are set-aside in our budget to cover their costs. Per session will be paid to teachers who support the before/after school and Saturday Academy sessions.
2. Regents’ based assessments administrated throughout the year will be graded on a per-session basis, as needed.
3. Per session will be paid to teachers for before/after school and Saturday Academy sessions.
4. Professional instructional materials to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs (Kaplan/Barrons). Per diem and coverages for teachers out of the building on PD.
5. Cost of Educational Consultant.

Strategies to Increase Parental Involvement

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

The school will continue fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress. To facilitate this partnership our school has implemented the use of the online Jupiter grade system. The school will continue sharing information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand. The school will continue providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy and use of technology). The school will continue providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

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.

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

9. 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	English regents prep materials are used to support the students’ reading comprehension and writing deficits. English Baseline assessments, and regents based assessments are used to monitor students’ progress and to determine the intervention needs of individual students	Students are targeted based on regents passing rates and credit accumulation. Small group, and one to one instruction is provided during the course of the year.	Sessions are held during regular school hours, before/after school and during Saturday Academy.
Mathematics	Educational Consultant and Network Specialist support by push-in to classroom on a needs basis and provide teachers with best practices. Regents based assessments are used to monitor students’ progress.	Students are targeted based on regents passing rates and credit accumulation. Small group, and one to one instruction is provided during the course of the year.	Sessions are held during regular school hours, before/after school and during Saturday Academy..
Science	Science regents prep and teacher made supplemental materials are utilized during the sessions.	Students are targeted based on regents passing rates and credit accumulation. Small group, and one to one instruction is provided during the course of the year.	Sessions are held during regular school hours, before/after school and during Saturday Academy..
Social Studies	Barron’s’ Global and US regents prep materials are used to support the students’ comprehension and writing deficits. Regents based assessments are also used to monitor students’ progress and to determine the intervention needs of individual students	Students are targeted based on regents passing rates and credit accumulation. Small group, and one to one instruction is provided during the course of the year	Sessions are held during regular school hours, before/after school and during Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselors and Social Worker provides continuing interventions with At-risk student in one-to-one sessions and in small groups. Additionally our social worker conducts peer mediation as needed. Academic and social-emotional issues are addressed during sessions. The following topics	School Guidance counselors provide ongoing interventions through small group and one to one sessions during school hours and/or before and after school hours.	These sessions are scheduled before, during or after school.

	are addressed: Post-high school studies, parenting, drugs, sex, addictions, abuse, Alternative programs, etc.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The administration and payroll secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and non-HQ teachers. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. Teachers are employed and utilized in subjects in which they are currently certified in and are highly-qualified for. All teachers currently enrolled in a non-traditional program are working towards teacher certification and highly-qualified status.

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).
Ongoing Professional Development is offered to all teachers to improve teacher strategies and implementation. Professional development topics include: Differentiated Instruction, Classroom Management, Curriculum Mapping, and Point of Entry Model.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State, and/or local funds are available for teacher professional development; in addition, before /after school per-session tutoring, credit recovery and regents prep programs are in place to support students who are in temporary housing, violence prevention programs, housing programs, etc. .

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the common core state learning standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the no child left behind (NCLB) act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 519
School Name Felisa Rincon De Gautier Inst for Law		

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 Grismaldy Laboy-Wilson	Assistant Principal Rosa Salcedo
Coach Katherine Stricks	Coach
ESL Teacher Barbara Gavey-TESOL Grade 9-12	Guidance Counselor Catia Cosme
Teacher/Subject Area Rafael Martinez - Grade 9-12	Parent Nadine Garcia
Teacher/Subject Area Janice Grillo - SE Teacher9-12	Parent Coordinator Angel Ortiz
Related Service Provider Maxine Green, Speech Teacher	Other M. Alcalá, Paraprofessional
Network Leader(Only if working with the LAP team) Lawrence Pendergast	Other Sandie Maldonado, Counselor

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	340	Total number of ELLs	39	ELLs as share of total student population (%)	11.47%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
self-contained										5	12	5	17	39
Total	0	0	0	0	0	0	0	0	0	5	12	5	17	39

B. ELL Years of Service and Programs

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

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data show that the majority of our ELL students are either Advance or already Proficient. This trend holds true across grade levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The RNMR report is not available as of November 2013.
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?An analysis of the data shows ELL students at our school consistently gaining proficiency particularly in speaking and listening. In the classroom students quickly transition to test taking in English and are generally successful with appropriate scaffolds. For Regents students, where possible are offered both English and native language versions of the test. As a learning community we exam all assessments including the ELLs Periodic Assessments as part of our inquiry process. The inquiry teams analysis is then distributed to the school community and use to direct instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers have a list of the current and formal ELLs. Teachers meet regularly during teacher team meeting and/or during common planning to discuss instructional practices and strategies to ensure that ELL students' success through the implementation of the common core learning standards aligned with the content area curriculum. ELL students are provided with native language support to include translated texts, glossaries, dictionaries, and technical support via the use of computers, laptops, smartboards, ipads, etc. The success of the ELLs program is measured by improved students outcomes. The school leadership meets bi-annually to evaluate proficiency levels and Regent passing rates of all ELL students. The success of the ELLs program is measured by improved students outcomes. The school leadership meets bi-annually to evaluate proficiency levels and Regent passing rates of all ELL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELLs program is measured by improved students outcomes. The school leadership meets bi-annually to evaluate proficiency levels and Regent passing rates of all ELL students.

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](#).) English Language Learners are identified by the state mandated Home-Language Identification Survey (HLIS) that determines the student's home language. The parent/guardian of a student who enters the NYC school system for the first time completes the HLIS. If the HLIS indicates that a language other than English is spoken at home, the student is given an informal interview to further verify that the student's home language is other than English. The trained ESL coordinator, Rosa Salcedo (Assistant Principal) conducts the interview with the parents and student, along with a translator. The certified ESL teacher, Barbara Gavey, then administers the state mandated LAB-R exam to determine the student's English language proficiency level. If the LAB-R results indicate that the student is an ELL and Spanish is spoken at home, the student must take the Spanish LAB to determine language dominance. The LAB-R and Spanish LAB is hand scored by the ESL coordinator to ensure proper placement within 10 days of enrollment, as per CR Part 154. The ESL coordinator, Ms. Salcedo, conducts the initial screening and administration of the HLIS and Ms. Gavey administers the LAB-R. When a student enrolls in our school as a current ELL per the ATS system, the ESL Coordinator reviews his most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. All entitled ELLs are administered the NYSESLAT annually. Students who score below proficiency (beginning, intermediate, advance levels) remain ELLs and continue to receive services according to their proficiency level. Students who score at or above proficiency are no longer ELLs. They can enter the general education program with transitional support. Parent letters (continuation of entitlement and non-entitlement/transitional) are sent to parents in English and in the parents' preferred language, to advise them of the students' eligibility for ELL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Parents/ guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that illustrates the three different programs offered by the NYCDOE. The video is presented in English and in the parents' home language. The parents also review the ELL Parent Brochure in their preferred language. Following the video, the ESL teacher fields questions to ensure parents' understanding of the differences among the programs. The parents then complete the parent survey and the program selection form on which they indicate the order of their preference of the three program options: Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL. If the parents' first choice is TBE, they are provided an opportunity to transfer to a school on the list of schools that offer TBE. If the parents opt to stay with our school, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator. Page 20 Translations are provided during all interviews and parent meetings. All information is provided in English and in the child's home language. If translation is not available within the school community, the school contacts the Translation and Interpretation Unit for translation support over the phone or onsite.
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 [\[see tool kit\]](#).) Based on the parent's program choice and the hand scored LAB-R results, the child is placed in the appropriate level of English language instruction within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, is sent to parents to inform them of their child's ELL eligibility and placement. The ELL Coordinator is

responsible for the distribution of entitlement and placement letters, as well as collecting the parent survey and program selection form from the parents at the orientation meeting. Copies of all such notification are maintained by the ELL coordinator in the ELL files. If parent surveys and program selection forms are not returned, the default program is TBE. Names of students whose parents indicate TBE on the parent selection form or by default, are entered on a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice.

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. Newly identified ELLs are placed in the program as per the parent program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a waiting list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language. If the parent's program selection form is not returned, the default program for the child will be TBE. The waiting list for TBE will be maintained and routinely reviewed by the ESL Coordinator.
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 school takes the following steps to ensure that all ELLs receive the NYSESLAT annually: using ATS reports (RLAT, RYOS, etc) to determine eligibility and ELL status, and scheduling students to take the exam. If a student is absent on the scheduled test day, the student is scheduled for a make-up test date, within the testing window. In this way, each student is administered all four sections of the NYSESLAT annually.
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.  After reviewing the parent Survey and Program Selection forms, we have noted that 100% of parents during the past few years chose the Free Standing ESL Program which we offer in our school. The program model offered at our school is aligned with parent requests.

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])?

The Felisa Rincon De Gautier Institute for Law & Public Policy offers a Freestanding ESL program where students are placed in ungraded classes according to their English language proficiency levels. Our certified ESL teacher provides ESL instruction to ELLs

during the regular school day and collaborates with content area teachers to monitor individual ELL's progress in core subject classes.

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)?

Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154.

Beginning

ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). All ESL instruction is delivered in English with native language support by a certified ESL teacher.

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.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction during extended day, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, , text representation). Our Part IV: ELL Programming Page 24 A. Programming and Scheduling Information school focus is on reading and analyzing non fictional texts and writing opinions and argument essays in response to the readings, across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support

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

ELLs are evaluated initially with the Spanish LAB to determine language dominance and language skills. Side by side content area Regents are provided to all ELLs. In addition, ELLs are offered th option of responding to performance tasks and teacher created test using their home language. The ESL teacher collaborates with the content-area teachers during departmental meetings and grade inquiry meetings so that all ELLs will be fully supported in the content area classes during the regular school day. Native language support is provided in all classes to include the use of bilingual glossaries, translated textbooks, libraries and resources in the student's home language. The ESL teacher provides ongoing professional development on how to incorporate literacy strategies into content-area courses in order to make content comprehensible to enrich language development of our ELLs. Some of the strategies the ESL teacher shares with her colleagues are as follows: Extraction of the Main Idea; Skimming; Scanning; Transcribing for Accuracy; Listening-Note-taking; Active Reading; Steal & Spit: The Formula to writing quality persuasive essays; Think-Pair-Share; Balanced Literacy Strategies; How to successfully use the "workshop model" in ones classroom.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:

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).

Specific differentiation strategies differ by ELL subgroups:

a.

a. SIFE - SIFE students need to acquire English language proficiency and content area knowledge. To support student development, SIFE students receive a resource period or an extra period of ESL during the instructional day. Additionally SIFE students are encouraged to

also join the lunch period, and after school Tutoring session, as well as the ESL Enrichment program after school. All teachers are trained to use classroom assessments, digital technologies, flexible groupings and targeted interventions address gaps in students knowledge base. The ESL teacher is responsible for keeping in constant contact with all of the teachers who have the SIFE students in their classes, as well as the resource room teacher, the guidance counselor, and the family if possible.

b. Newcomers - Teachers leverage native language knowledge and literacy in order to engage newcomers. Strategies include hands-on learning; having students write, illustrate, and record their own books, students create their own picture dictionaries and flash cards; incorporating drama to act out events and stories; use of interactive activities such as the SMARTBoard, manipulatives, and reciprocal

teaching. Teachers introduce appropriate new vocabulary building students' social and academic language. When using new vocabulary or explaining new concepts, teachers rephrase, define in context, and clarify explanations.

c. ELLs receiving service 4-6 years - Teachers continue prior instructional practices and build competencies by using word associations, wordsplash relationships, KWL charts, and anticipation guides. Teachers provide a print rich environment by cover their walls with lots of visuals resources that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, the Pledge of Allegiance, etc.). Teachers continue to develop collaborative and social skills through project based learning and group work.

Additionally vocabulary and literacy is promoted through the use of Hi/Low texts, native language materials, and bilingual glossaries.

d. Plans for Long term ELLs (7 or more years) - To build proficiency long term ELLs will be programmed for extended day option when possible including after school enrichment. Counselors and trained support staff will provide ongoing social and emotional support. The

ESL teacher in conjunction with content area teachers will provide targeted instruction based on a variety of assessments including Acuity, classroom and summative. Additionally Long term ELLs will be encouraged to participate in the College Now program.

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?

Plans for ELLs with special needs - SWD-ELLs are served as per the students' IEP. Teachers regularly meet during departmental meeting and grade inquiry team meeting to address the needs of all students through differentiated instruction and scaffolding based on particular students IEPs. Graphic organizers, other visual aids and sensory tools help students with special needs move from concrete to abstract understandings. Teachers focus on building student's schema by relating new materials to students' prior knowledge and experience base.

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

The school offers a Freestanding ESL program where students are programmed in ungraded classes according to their English language proficiency levels. Our school makes every effort to meet the diverse needs of SWD-ELLs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow her to provide ESL instruction to ELLs during the regular school day, as well as collaborate with the departmental team and grade inquiry team to monitor individual ELL's progress in core subject classes and by grade.

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

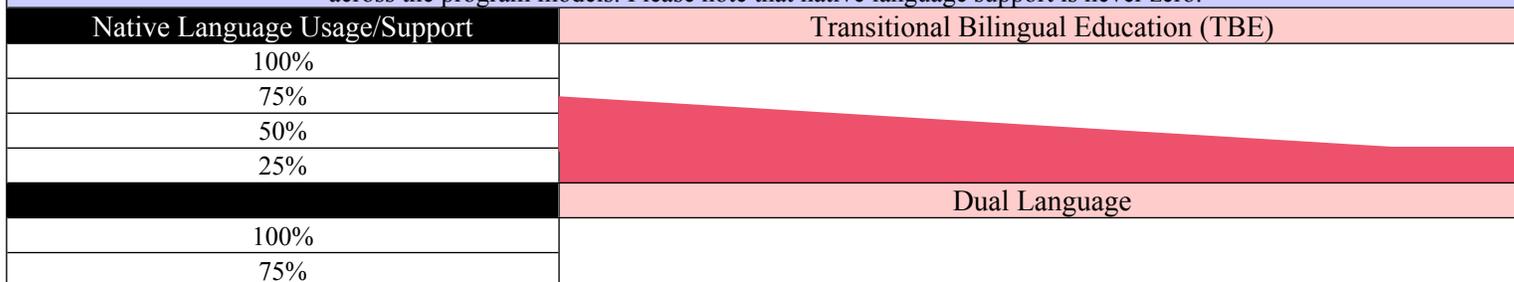
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, Law & other subject matter are as follows: Literacy Development across the content areas (All teachers are reading teachers-not just content instructors). This year's NYCDOE instructional expectations focus on reading and analyzing informational texts and writing opinions or arguments in response to the text. These specific skills are taught in math, science, ELA and social studies and are aligned with the NYS Common Core Learning Standards; Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction; Some bilingual instruction for beginning students who have recently arrived to the country; Peer tutoring provided by the National Honor Society students; Components of the SIOP Model are used in all core subject classes; Components of the workshop model are used in all core subject classes; Columbia Teacher's College Lucy Calkins Balanced Literacy Model. All interventions are offered in English with strong native language support.

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

Transitional support will continue within and outside of the ESL classroom. Former ELLs are entitled to, and are accorded, testing accommodations for up to two years after testing out on the NYSESLAT. Specific interventions include: extension of testing time, small group settings, native language support (bilingual glossaries, translated texts, bilingual classroom libraries, students' work may be presented in native language)

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

New programs will include more field trips within and out of the city for ELLs to acculturate students to American historical sites, SAT prep course, college tours, the literary society, etc.

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

Paste response to question here:

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

All ELLs are afforded equal access to all programs in our school community. All communications, flyers, letters to home and the students to inform them of programs and activities are provided in English as well as in the student's home language. ELLs are encouraged to join programs and activities that are open to all students at GILPP. The activities include: Visual Arts club, and the HERstory character education program, ESL Enrichment after school, lunch period tutoring, email the teacher, honor society, science club, yearbook club, moot court, mock trial, pm school, credit recovery programs (TEP), music, Project Tolerance.

Notification, Newsletters, flyers, letters to parents/students are distributed in English and in the students' home language. Title III program provides instruction and support that are over and above the support provided in the regular school day. Courses include:

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

We use the following instructional materials and technology to support ELLs in the content area as well as in language acquisition: VISIONS Blue Introductions, VISIONS Green Intermediate, VISIONS Level 5 Short Stories, VISIONS Level 6 Short Stories, VISIONS

Grammar Workbook, VISIONS Activity Workbook in connection with the text book, Wordly Wise, Briggants, the Shining Star series,

Gateway to Science, teacher-created materials, Barron's Regents Review books (all content areas), SMART Technologies, PowerPoint,

Excel, Access, Word, Internet, LCD Projector, Camera, camcorder, etc.

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

Native language support is delivered via the Freestanding ESL program model across content areas, but especially in ESL classes with Page 28 the ESL teacher. The ESL teacher used the text, Meeting the Needs of Second Language Learners, written by Judith Lessow-Hurley and uses the methods outlined in her book, as well as sharing these methods with her colleagues in charge of the content-specific course rigor. ELLs can, and have, benefited from the concept that students who are literate in their native language(s) will acquire literacy in another language much more easily. Skills learned in a first language will transfer over when learning English. When teaching, heterogenous and or homogeneous grouping (one should switch on and off with each task or day-to-day lesson) will allow students to converse in their native tongue with each other, while reading and writing in English. Bilingual glossaries, bilingual textbooks and other reading materials, and translations are provided in ESL and in all content area classes. School-related tasks require a sophisticated grasp of the English language and native language support can help students

develop their language and literacy skills. Students who are highly proficient in two languages appear to have academic advantages over monolingual students. Supporting native language also bolsters students' self-esteem.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Concepts taught, ideologies explored, content learned, and the resources which assist our teachers in reaching every student are age, level, and grade appropriate. Support services are aligned to age and grade level through grade-team meetings to ensure alignment among NYS Common Core Learning Standards, NYS content standards, curriculum, and age appropriateness. Our teachers are bell-to-bell instructors, role models, guidance counselors, community out-reach personnel, academic rigorists, team players, and everyday learners themselves.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Spanish is offered as a language elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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.

Paste response to questions here:

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?

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x519 School Name: Felisa Rincon De Gautier Institute

Cluster: 06 Network: 603

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.

Home language surveys inform us that we have a 80% Latino (Spanish-speaking) population, with other parents speaking, Arabic, Bangali, French, Oneida, and Soninke. The school's principal, assistant principal, foreign feachers, guidance counselors, programmer, community associate, and parent coordinator are bilingual in Spanish and English. They translate all newsletters and parent letters in Spanish as well as provide oral translations. Teachers and staff are aware that some parents prefer communications in their native language, since preferred langauges are shown in both ARIS and on student emergency blue cards. As needed we also use the DOE translation and interpretation unit.

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.

Spanish speaking parents for the most part want communication to be in Spanish (i.e. letters from the school in Spanish). The principal, the assistant principal, the parent coordinator, and the foreign language teachers are bilingual in English and Spanish. Findings were reported to the school community at staff meetings and PTA meetings. According to the annual parent surveys, parents indicated that they prefer communication from the school to be translated to Spanish.

Part B: Strategies and Activities

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

In house staff is bilingual in Spanish and English. Staff translates all newsletters and parent letters in Spanish immediately. The required signage and DOE translations are posted in the school to inform parents of their rights to translation services. The phone number for the Translation and Interpretation Unit is readily available in the main office. As needed we also use the DOE translation and interpretation unit.

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

The principal and assistant principal as well as the parent coordinator are bilingual in English and Spanish. They serve as translators to parents. As needed we also use the DOE translation and interpretation unit.

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>.

Our school staff helps our school meet the parental notification requirements for translation and interpretation services as per Chancellor's Regulations. Phone call are made routinely and signs are posted to remind parents of the contacts at the school and from the DOE.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Christine Etienne

Borough: Bronx District: 08 School Number: 519 School Name: Felisa Rincon De Gautier Inst
 Cluster Leader: Jose Ruiz Network Leader: Lawrence Pendergast Title I Schoolwide Plan (Conceptual Consolidation?)
no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/26/12 Senior ELL CPS: Christine Etienne Additional Comments:		