



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BLUEPRINT MIDDLE SCHOOL
DBN (i.e. 01M001): 08X562
Principal: TYNEKA HARRINGTON
Principal Email: THARRIN@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: REX BOBBISH

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2013, the overall attendance rate for the entire student body in grades 6 and 7 at Blueprint Middle School will be 94% as measured by ATS attendance data reports.

Comprehensive Needs Assessment

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

We are a new school that opened its doors to students in September of 2012 and currently have students in grades 6 and 7. In the 2012-2013 school year, our attendance rate was 92%. We seek to increase it this year by a minimum of 2 percent. Attendance is a major priority for our school, as attendance rates have been shown to have a high correlation with student achievement. According to greatschools.com, "...attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent." As a school community we are dedicated to ensuring our students have high attendance rates.

Instructional Strategies/Activities

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

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

1. Establish an attendance team to identify trends and subgroups of students that are in danger of not meeting the specified goal of 94%
2. Target students on ARIS with attendance less than 94% for prior year; will meet with student and parent and establish the student attendance goal.
3. Attendance committee will monitor attendance monthly for patterns and trends, establish action plans for students with high absenteeism
4. Community Associate will contact the parents of students who are absent and/or late each day and request the reason for absence or lateness
5. Display a Monthly Attendance Bulletin Board highlighting perfect attendance and class attendance percentages

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

1. Guidance Counselor, Community Associate, Grade Team Leaders, Dean
2. Guidance Counselor, Community Associate
3. Guidance Counselor, Community Associate, Grade Team Leaders, Dean
4. Community Associate
5. Guidance Counselor, Principal

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

1. Attendance Team established and meets
2. List of students with attendance lower than 94% the previous school year created, shared with teachers
3. Monthly Attendance Meeting Agendas, Minutes, Student Action Plans
4. Daily Annotated Attendance Report to Principal
5. Board Posted Monthly, Perfect Attendance Certificates given to students

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

1. September
2. September-October
3. October-June
4. September-June
5. October-June

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

1. Monthly Meeting
2. ARIS and ATS attendance data
3. Goals established in student Blueprints, progress letters sent to parents
4. Daily calls will be made to the parents of all absent students to request reason for absence
5. Guidance Counselor and Principal will meet monthly to update board

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).

- Hold PTSSA Meetings with a focus on attendance
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Institute Family Contracts
- Conduct parent workshop on attendance expectations, policies and procedures
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child's progress

Budget and Resource Alignment

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

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

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.

Implement Common Core-aligned curriculum and rigorous instruction across all content areas (Humanities, Math, and Science) during the 2013-2014 academic 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.

New York State has adopted the Common Core State Standards, thus it is essential that our instruction is aligned with the demands and requirements of the city and state to improve instruction and deepen students' learning. Additionally, new curricula and resources are available that is aligned to the standards and support implementation of the instructional shifts as outlined in the 2013-2014 citywide instructional expectations. Our students articulating to middle school have experienced minimal opportunities, in many cases, to engage with complex texts, think critically and deeply, apply their learning as evidence of mastery, and receive high leverage, high quality actionable feedback that will accelerate their growth.

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. TCRWP Common Core aligned units will be implemented in Humanities classes in grades 6 and 7
2. Common Core aligned content-area literacy units will be integrated into the science curriculum
3. Humanities and science teachers will participate in monthly lab sites and coaching administered by a TCRWP staff developer on the implementation of the literacy units

<ol style="list-style-type: none"> 4. Connected Mathematics Program (CMP) Common Core aligned curriculum will be implemented in math classes in grades 6 and 7 5. Math teachers will attend professional development on the implementation of CMP 6. Students will compile a portfolio of Common Core aligned and assessed performance tasks in humanities, math and science and reflect on their work
<p>B. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> 1. Partnership with TCRWP, Units of Study, Humanities teachers 2. Partnership with TCRWP, Units of Study, Science teachers 3. TCRWP Staff Developer, Humanities teachers, Science teachers 4. CMP Modules, Math teachers 5. Math teachers, NYCDOE 6. Humanities, Math, Science teachers, Guidance Counselor, Principal, Portfolios for each student in each subject
<p>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. September 2013 - June 2014, consultancy with TCRWP will be established, Humanities teachers will receive all units of study, read units of study and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 2. September 2013- June 2014, consultancy with TCRWP will be established, Science teachers will receive all units of study, read units of study and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 3. October - June 2014 TCRWP staff developer will meet monthly with teachers to plan and demo lessons, provide resources, plan with the principal 4. September 2013- June 2014, teachers will receive all curriculum materials related to CMP, read modules and planning guides and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 5. October-June 2014, Math teachers will attend professional development sessions on the implementation of CMP provided by NYCDOE, January- June 2014 teachers will participate in monthly module of the month trainings at the school, teachers will attend weekly meetings for curriculum planning 6. September 2013 - June 2014, students will complete Common Core Aligned tasks monthly in Humanities, Math and Science, students will add tasks to portfolios in each subject area and reflect on each task
<p>D. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. September 2013 - June 2014, consultancy with TCRWP will be established, Humanities teachers will receive all units of study, read units of study and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 2. September 2013- June 2014, consultancy with TCRWP will be established, Science teachers will receive all units of study, read units of study and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 3. October - June 2014 TCRWP staff developer will meet monthly with teachers to plan and demo lessons, provide resources, plan with the principal 4. September 2013- June 2014, teachers will receive all curriculum materials related to CMP, read modules and planning guides and write/update UBDs, pacing calendars, attend weekly meetings for curriculum planning 5. October-June 2014, Math teachers will attend professional development sessions on the implementation of CMP provided by NYCDOE, January- June 2014 teachers will participate in monthly module of the month trainings at the school, teachers will attend weekly meetings for curriculum planning 6. September 2013 - June 2014, students will complete Common Core Aligned tasks monthly in Humanities, Math and Science, students will add tasks to portfolios in each subject area and reflect on each task
<p>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> 1. Weekly common planning time built into schedule, Per Session budgeted for after school and Saturday planning meetings, Consultancy with TCRWP, block scheduling in Humanities 2. Weekly common planning time built into schedule, Per Session budgeted for after school and Saturday planning meetings, 1 weekly block in Science 3. Per Diem days and teacher coverage budgeted for schedule adjustments to allow teachers to attend meetings, Consultancy with TCRWP 4. Weekly common planning time built into schedule, Per Session budgeted for after school and Saturday planning meetings, block scheduling in Math 5. Per Diem days and teacher coverage budgeted for schedule adjustments to allow teachers to attend meetings, Math consultant 6. Portfolios for each student in each subject area, Per Session for teacher training and portfolio review

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).

- Foster 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
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 80% of students will demonstrate gains in using textual evidence to support an argument in Humanities and Science portfolio tasks, as demonstrated by growth between baseline and summative assessments using a Common Core aligned writing rubric.

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.

Results from our most recent Benchmark Assessment showed that our students showed significant weakness in developing text-based arguments in writing. According to the *Common Core State Standards for English Language Arts*, “(the standards) are in place in order to help ensure that all students are college and career ready in literacy no later than the end of high school.” In order to prepare our students for college admission and completion, tasks will be created school-wide to ensure literacy competence. The tasks created will be Common Core aligned, assessed and data analyzed to show progress of students.

Instructional Strategies/Activities

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

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

1. Teachers will develop monthly Common Core-aligned tasks that incorporate opportunities for students to read a variety of genres, develop a text-based argument and support the argument using evidence
2. Teachers receive monthly literacy professional development from Teacher's College Reading & Writing Project on CCLS aligned units of study
3. Teachers will meet weekly to develop Common Core aligned units and collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments
4. Teachers create CCLS aligned writing tasks that require students to read various genres, develop a text-based argument and write text supported arguments
5. Teachers meet weekly to analyze formative assessment data, identify students in need of re-teaching and formulate individual and class re-teaching plans
6. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in ELA
7. Student after-school clinics to improve in areas of struggle (3 times per year)
8. Student portfolios will contain the Common Core aligned tasks with teacher comments and revisions, where appropriate

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

1. Humanities Teachers, Science Teachers

<ol style="list-style-type: none"> 2. TCRWP Staff Developer 3. Teacher Per Session to teach after school Argument Clinics 4. Weekly common planning built into schedule 5. Per Session for weekly after school Common Core planning and assessment meetings
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Tasks will be reviewed monthly by the principal, teachers will receive feedback for improvement 2. Classroom observations to observe instruction around the argument-based writing 3. Monthly review of pre- and post-writing tasks to assess student performance and growth 4. Analysis of student pre- and post-clinic data to assess effectiveness of the intervention
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 - June 2014, development of Common Core aligned argument-based writing tasks 2. October 2013 - June 2014, teachers receive monthly literacy PD from TCRWP staff developer 3. September 2013 – June 2014, teachers meet weekly to develop Common Core aligned units and collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments 4. September 2013 – June 2014, teachers create CCLS aligned writing tasks that require students to read various genres, develop a text-based argument and write text supported arguments 5. September 2013 – June 2014, teachers meet weekly to analyze formative assessment data, identify students in need of re-teaching and formulate individual and class re-teaching plans, 6. January, February, March 2014, struggling students participate in after school argument writing clinics
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Weekly content area common planning time in regular school schedule 2. Mentoring Excellence, RTTT grant supported after school/Saturday planning time for content area teachers to develop assessment tasks, review student work, analyze assessment data 3. Mentoring Excellence, RTTT grant supported weekly after school /Saturday planning time for content area teachers to develop Common Core aligned units and lesson plans, review student work 4. Mentoring Excellence, RTTT grant supported professional development through Teacher’s College Reading & Writing Project 5. Addition of Clinic structure to regular schedule to improve areas of struggle in text-based writing 6. Procurement of portfolios for each student

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).
<ul style="list-style-type: none"> • Provide materials and training to help parents work with their children to improve their achievement level in literacy • Providing assistance to parents in understanding Common Core State Standards • Schedule parent meetings to share information about the school’s educational program • Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress • Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Close reading, interactive writing 	<ul style="list-style-type: none"> • Targeted tutoring, Small Group 	<ul style="list-style-type: none"> • Extended Day • During school day • After school
Mathematics	Skills work, re-teaching	Small Group, Tutoring	<ul style="list-style-type: none"> • Extended Day • During school day • After school
Science	Close reading, interactive writing	Small Group	<ul style="list-style-type: none"> • During school day
Social Studies	Close reading, interactive writing	Small Group	<ul style="list-style-type: none"> • Extended Day • During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions led by the Guidance Counselor	Individual, Small Group	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers • Principal has established a multi-step interview process • Principal has established an interview rubric by which all candidates are evaluated • Mentors are assigned to support new teachers • Utilize the book Rigor is Not a Four Letter Word by Barbara R. Blackburn in a Study Group to assist teachers in creating rigorous tasks that are evidence based • Year-long Professional Development with Teacher's College Reading & Writing Project • Science Professional Development with the Urban Advantage • Partnership with a successful Bronx middle school through the Mentoring Excellence Program • Business Manager will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines • Mentors are assigned to support struggling and un-qualified teachers • Teachers receive laptops for instructional use • Teacher access to professional development opportunities outside of the classroom

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).
All pertinent citywide training opportunities are taken advantage of in addition to network based professional development opportunities and outside consultants.

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.).
Consolidated funds include services for students in temporary housing tax levy and federal title I funds.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Students will participate in after school, Saturday and vacation programs in order to receive additional instruction in deficient

areas, funds will be utilized to support teacher development during the school day through the use of Per Diem teachers, funds will be utilized for Per Session hours for teachers working in the aforementioned programs.

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).

Planning of the TA program occurs after school and on Saturdays, curriculum is developed based on student data, TA programs occur during non-school hours.

**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 trimester 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 562
School Name Blueprint Middle School		

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

Principal Tyneka Harrington	Assistant Principal
Coach	Coach
ESL Teacher Tamar Jojishvilli	Guidance Counselor Rebecca Sanchez
Teacher/Subject Area Elaine Centeno/Math	Parent Mildred Hargrove
Teacher/Subject Area Jose Rivera/Science	Parent Coordinator
Related Service Provider Keisha Adams	Other
Network Leader(Only if working with the LAP team)	Other

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	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)	199	Total number of ELLs	34	ELLs as share of total student population (%)	17.09%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	6
SIFE	5	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language		0	0		0	0	0	0	0	0
ESL	14	5	0	13	0	6	6	0	0	33
Total	14	5	0	13	0	6	6	0	0	33

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>198</u>
	Other: <u> </u>

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							13	9						22
Chinese														0
Russian														0
Bengali							5	4						9
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	18	14	0	0	0	0	0	32

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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)							3	2						5
Advanced (A)							13	7						20
Total	0	0	0	0	0	0	19	14	0	0	0	0	0	33

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	12	3			15
7	9	0			9
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	15		2						17
7	11		2						13
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.

Our school uses TC Running records to assess literacy skills for our ELLs. We have also reviewed the results of the 2012-2013 NYSESLAT in depth to identify student trends and needs in all grade levels. Most students scoring within the Beginner range of proficiency according to the NYSESLAT are those who have been in an English Language system for three years or less. Students scoring within the intermediate range of proficiency are generally identified as long-term ELLs or students who are both ELLs and those who receive Special Education Services. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in the areas of English Language Arts. With respect to assessments, LEP students are given all examinations first in the language of instruction, with a supplemental examination in the students' native language (in this case, Spanish) for reference. Students given access to the general education curriculum with ESL support provided through a push-in model are expected to demonstrate significant gains in proficiency in all four modalities assessed. In addition, these students demonstrate improvements in all of the modalities.

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

After looking at our data, we are observing that there is a relation among the performance level of students on the NYSESLAT Reading and Writing and their performance on the ELA state exam. General trends from the 2012-2013 school year indicate that students in both grades consistently demonstrate the highest levels of proficiency in the speaking portion of the NYSESLAT. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners. In contrast, students have demonstrated the lowest levels of proficiency in reading comprehension. This need is being addressed through multi-modal ESL support, including small group, computer-based literacy instruction. Finally, students need to make improvements within the writing portion of the NYSESLAT assessment. There is a school-wide focus on writing instruction across content areas. This can be attributed to collaborative efforts of ESL and content area teachers focusing upon strengthening all students' writing skills across the grade level curriculum.

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](#))

We are learning that students continue to struggle with writing and vocabulary development. Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction. After school programs will allow homogenous ELL groups (Beginner, Intermediate, and Advanced, respectively) to work within their own proficiency levels in a small group setting. Those ELLs in need of intensive ELA and/or Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs.

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?

We are seeking assessments for ELLs in their native language. Students who scored low on the reading and writing portions of the NYSESLAT also scored low (1 or 2) on the NYS ELA exam. We are using item analyses from formative assessment results to identify the discrete subskills on which students have demonstrated deficiencies and teach to those subskills during AIS and in-class small group instruction. The following patterns are evident upon analyses of the data. Across proficiencies, students who demonstrate greater English proficiency as measured by the NYSESLAT exam also demonstrate improved performance as measured by the NYS ELA and Math exams. ELLs demonstrate a lower average proficiency in both Math and ELA as compared to their English proficient counterparts. As a result, teachers work collaboratively with school leaders to examine and refine curriculum in order to: explicitly teach content-area vocabulary, scaffold students' work to support analyses and critical thinking, and group students more strategically in order to better ELL students' needs within regular classroom instruction and ESL push-in 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?
During professional development and department meetings each week, teams collaboratively examine curriculum and discuss best-practices for supporting ELLs. For example, the Math department reviews ways to explicitly teach Math vocabulary and to provide students with multiple means for learning and applying concepts. Additionally, Social Studies and Science teachers frequently provide students with materials in both their native language and English in order to ensure that students have access to content. Finally, the ELA department collaborates with school leaders to enhance scaffolds and linguistic supports, in English, which serve to increase students development of the English language.
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.).
We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes a TCRWP leveled reading assessment at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled reading program which serves to accelerate students reading proficiency. Students' improved reading proficiency as measured by these assessments is one way in which we evaluate the success of the programs provided to ELLs. Additionally, we examine student outcomes as measured by the NYS Math and ELA tests specific to the ELL subgroup. We consider the percentage of students who demonstrate exemplary proficiency gains each year and use those results to better focus our efforts in supporting ELL students' learning. Finally, we analyze the results of the NYSESLAT examination to identify the percentage of students demonstrating proficiency and those who demonstrate at least one level of improvement. These benchmarks are the means by which we evaluate and refine the quality of the programs provided to our students who are ELLs.

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](#).)
We begin the process of identifying students who have previously been identified as ELLs through NYSESLAT analysis and review of ATS data. The ESL teacher administers the home language survey in order to identify necessity of administration of the LAB-R. For those students who are newly admitted to the New York City Public Schools system upon enrollment, Home Language Identification Surveys are completed immediately when students are enrolled by the ESL teacher(s). All students' whose families indicate a home language other than English are then administered the LAB-R in order to determine eligibility for ESL services during the school day. Within 10 days of enrollment, students' whose home language survey indicates any language other than English, the ESL teacher administers the LAB-R to the student. Finally, each year begins with a strategic analysis of the NYSESLAT by administrators and instructional staff. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided ELL students throughout the school day. Parents are informed of the different options available.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The Community Associate contacts parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (In native language) and to discuss their ELL program choices. During the parent orientation a pedagogue explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. If a parent requires a program not available at our school, he/she is encouraged to visit the enrollment office for District 08 at Zerega Avenue. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The school community associate will make sure that all ELL students receive an entitlement letter. Copies will be made for the school records and kept in the principals office in the ELL binder as well as with the testing coordinator. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our community associate provides information as to the programs, services and support available to our students and parents at our school. Our community associate will assist by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned.

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.

The principal in collaboration with teachers holds a meeting with the parent of the potential ELL students to discuss the placement options at our school. Based on the results from the LAB-R and observations made during the informal interview students are placed into the appropriate setting. Placement letters are distributed by the principal or Community Associate and copies are maintained in the principal office in the ELL binder as well as in the testing coordinators office. Continuation letters are also distributed as required and maintained in same locations. We try to honor all parent choices, if we have the numbers required to open the class. Translation is always available at our school for English and Spanish, all forms of communications are sent home in both languages, English and Spanish.

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.

In order to ensure that all sections of the NYSESLAT achievement test are administered to all ELLs each year, we begin by constructing a schedule for administration of the Speaking, Reading, Writing, and Listening assessments. These assessments are given on the first date of the testing period in order to provide time to make-up exams for those students who are absent. Exams are then administered to those students who are absent before the end of the administration period.

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. 
- According to parent survey and program selection letter responses, most parents request ESL programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

All ESL support is provided in a push-in or co-teaching model. The program model is a "block" model comprised of heterogeneously-grouped ELL students. Students identified as ELLs receive support within content-area instruction to support learning in ELA, math, and other content areas.

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)?

All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in English Language Arts. Students who demonstrate NYSESLAT results within the Advanced, Beginner, or Intermediate proficiency range receive small group Freestanding ESL instruction for a minimum of 3-45 minute periods per week in addition to the 5-45 minute periods of push-in support (per group) and 315 minutes of English Language Arts instruction. Additionally, language arts instruction is provided in students' native language, Spanish for a total of 180 minutes per week. Finally, students also receive Social Studies instruction provided in Spanish for 180 minutes per week.

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

In both grades, content area instruction is delivered in English. Humanities, Science, Mathematics, and the Electives are provided in English with ESL supports (scaffolding, translations when appropriate, and bilingual glossaries). Further, teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in the native language when appropriate.

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

Those students who are identified as SIFE, we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. In addition, the LAB-R is provided for those SIFE students who indicate a home language other than English (upon enrollment). Students are evaluated in their native language in consultation with the ESL provider. Students present oral reports, engage in classroom discussions which are evaluated by teachers, and complete reading and writing tasks which are both provided in Spanish and aligned with the CCLS.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In collaboration with the ESL provider and ELA teachers, students who are identified as ELLs are provided opportunities to demonstrate their proficiency in English through speaking, reading, writing, and listening within regular content area instruction. Writing tasks reflect critical thinking and reading comprehension that are aligned with the CCLS for English. The ESL provider collaborates with ELA teachers to assess students' progress in these areas.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A balanced literacy instructional approach along with the use of relevant context, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Instruction for ELLs is differentiated according to their proficiency level and individual needs. Our instructional plan for ELLs in school less than three years is to provide push-in instruction to target vocabulary work and native language support (in Spanish). Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided, scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam.

Students classified as SIFE, are supported with push-in services. Those students who are identified as SIFE we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. These students are provided small group support by content-area teachers within content-area instruction in order to differentiate and address students' learning and linguistic needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT outcomes. Those students performing within the beginner range also have an opportunity to participate in additional intensive, small group literacy instruction. In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum.

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?

In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate our instruction to meet their needs. Instructional materials including technology used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it. We also use Acuity, Vocabulary practice (cards, foldables, journals etc.), and skills/standards focused resources.

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?

Instruction is delivered to ELLs in a push-in collaborative co-teaching model. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development. In addition to the use of small-group instruction and student-specific scaffolding, all ESL services and Special Education Teacher Support and ICT services are provided through a push-in model of support in order to provide students with access to the curriculum in the least restrictive environment. All ELL-SWDs also receive supplemental, small-group reading instruction based upon independent reading levels. This program is provided to all students, including those who are identified as English proficient. These practices ensure that all students have access to the grade-level curriculum, thereby advancing students through content as they achieve their IEP goals and develop English proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

Courses Taught in Languages Other than English

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

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

Social Studies:				
Math:				
Science:				

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

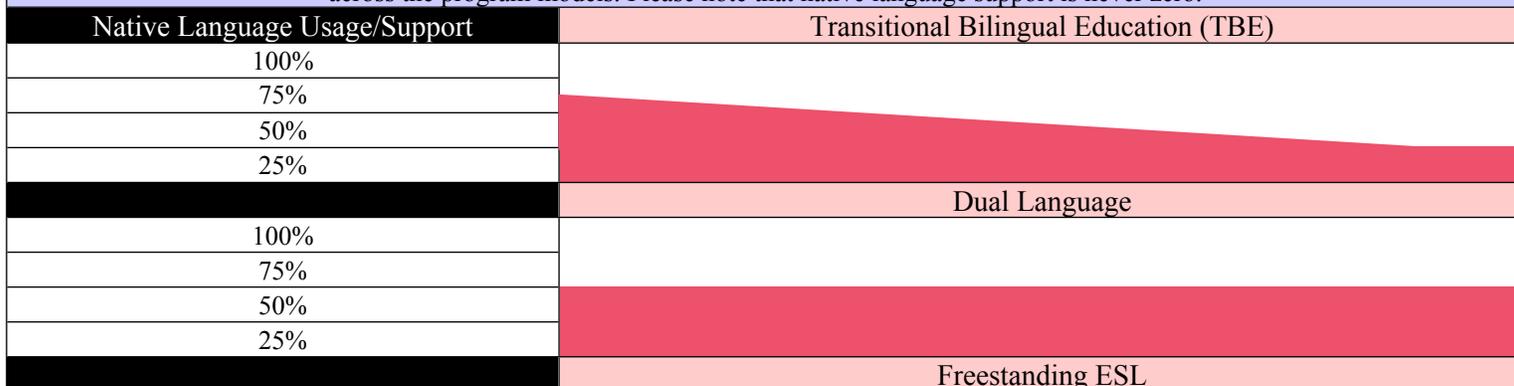
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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 Interventions for ELLs in ELA, MATH, Social Studies and Science include but not limited to the following:
- A Balanced Literacy Approach
 - Academically Rigorous Instruction
 - Differentiated instruction
 - Periodic/Interim Assessments
 - Acuity
 - Contextualization
 - Extended day and after school programs that focus primarily on literacy and mathematics.
 - Instruction provided to students is driven by students identified levels or identified areas in need of improvement.
 - Ongoing assessment provides evidence of student learning and need for changes to drive instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in ensuring that all students, regardless of language proficiency, have access to content and concepts taught in all content areas. Content-area and support teachers provide resources in students' native language(s) when appropriate, specifically in Science and Humanities.
11. What new programs or improvements will be considered for the upcoming school year?
- We are actively seeking to implement a Dual Language program utilizing a 50/50 model.
12. What programs/services for ELLs will be discontinued and why?
- All programs available during the 2012-2013 school year will be continued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are provided access to all content areas through the push-in model of ESL service delivery. Additionally, all ELLs participate in an Electives program that gives them access to math and literacy skills through high interest content. Finally, all ELLs are enrolled in the school-based afterschool program at no cost to families. Long-term and former ELLs are provided supplemental content-area support as a part of the afterschool program. During this time ELLs may participate in a variety of activities including sports and clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers utilize Mimio technology in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials in students' native language(s) when appropriate.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL support is provided through a push-in, co-teaching model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At the middle school level it is essential that students have access to all of the content within regular classroom instruction. As a result, all services are provided within the content-area classrooms in order to ensure students' needs are met using methods and content reflective of the grade-level curriculum.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly-arrived ELLs are assisted by the community Associate, guidance counselor and the language teachers before the beginning of the school year.
18. What language electives are offered to ELLs?
- None.
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)?

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.

At Blueprint, the primary goal for professional development is to ensure that all faculty are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high quality teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum. Specialized via our mentor school assist teachers in current ESL strategies methodologies in first and second language acquisition. Best practices are shared to support growth and development of the teaching faculty. Ongoing professional development is provided to all staff who service ELL students. All staff members are encouraged to attend school and network opportunities for ELL professional development and are encouraged to obtain a bilingual or ESL extension.

In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in professional development sessions (a total of 7.5 hours) focusing upon ESL language instruction across content areas. Instructional staff use multiple resources, including Building Academic Vocabulary by John Marzano and Classroom Instruction That Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ESL coordinator, content area teachers, guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need. All of the aforementioned school staff utilize strategies from professional development and ample co-planning opportunities with ESL certified staff to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum.

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?

Blueprint has a strong commitment to our parents and community especially parents of ELLs, to ensure a smooth transition process. Our school creates an atmosphere of open communication with parents through school wide encouragement of second language through materials and communication. In addition to the trimester report card conferencing, parents are kept informed and updated via several forms of communication, including a monthly parent calendar, well planned informational sessions tailored to address the specific needs of our ELL community, open access to our teachers, staff and related services, i.e., counseling to address academic and or behavioral needs their children may have. Currently, our school has not partnered with Community Based Organizations, but we are looking into developing these partnerships over the course of this year. Our Community Associate conducts informal meetings with our ELL parent community to garner insights and information related to their specific needs. Informational sessions are planned and organized to accommodate the schedules of our parents. Since many of our parents work extended hours, informational sessions, workshops and activities are also scheduled for evenings and weekends.

Throughout the year, all notices and school-home communication are provided to parents in both Spanish and English. Staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and all bilingual staff are available to interpret information in the parents' native language.

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: Blueprint Middle School

School DBN: 08X562

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyneka Harrington	Principal		11/4/13
	Assistant Principal		11/4/13
	Parent Coordinator		11/4/13
Tamar Jojoshvilli	ESL Teacher		11/4/13
Mildre Hargrove	Parent		
Jose Rivera/Science	Teacher/Subject Area		
Elaine Centeno/Science	Teacher/Subject Area		
	Coach		
	Coach		
Rebecca Sanchez	Guidance Counselor		
Rex Bobbish	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X562 School Name: Blueprint Middle School

Cluster: 1 Network: 101

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.

In order to assess written translation and oral interpretation needs, our school uses the RPOB report from ATS in order to ascertain each student's home language. For new registers, we use the home language surveys to gather data on the translation needs for parents families. In addition on our initial student information surveys, we ask families to indicate their preferred language of communication.

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.

Using the RAPL report from ATS, as well as information gathered from intitial student survey information, parent meetings, parent teacher conferences, etc. we have determined that approximately 29% of our familes speak and/or write a language other than English at home. The actual language data is as follows: Arabic 1%, Bengali 6%, Spanish 22%, English 71%. This data, as well as an RAPL report were shared with the staff, as well as procedures for requesting the appropriate translation services.

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.

The school will provide written translation into Spanish of all official letters, curriculum information, calendars, report cards simultaneously with the original English text. Written translation is provided by our school staff, several of whom are bilingual English-Spanish. Families who are bilingual in languages other than Spanish (Arabic, Bengali) will receive materials translated by DOE translation services.

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

Oral interpretation is provided for phone calls, conferences, meetings and public events for families who speak Spanish. Interpretation is provided by Spanish speaking staff members. In the case of family meetings, DOE translation services will be used for translation of languages other than Spanish.

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>.

As described above, our school provides in-house oral and written translation services for our highest percentage representation of parent/guardian home language. We reach out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents in the lower incidence languages represented in our school. Parents also utilize other adults, such as relatives, for language and interpretation services, as they choose. The school will provide each parent identified as requiring language assistance services an appropriate translated copy of the Bill of Parent Rights and Responsibilities. Signs in Spanish, Arabic and Bengali will be posted in the main office to indicate the availability of interpretation services.