



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE

DBN (i.e. 01M001): 10X696

Principal: ALESSANDRO WEISS

Principal Email: AWEISS@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alessandro Weiss	*Principal or Designee	
Rosanmi Campbell	*UFT Chapter Leader or Designee	
Sam Gurka	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Ben Bacharach	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Elizabeth Yang	Member/ Student	
Lisa Feinstein	Member/ Parent/SLT Chairperson	
Amy Marx	Member/ Parent	
Sarah Reines	Member/ Parent	
Michael Holmes	Member/ Teacher	
Pian Wong	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the school will maintain a scholarship rate of 95% or higher.

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.

The most important indicator of student success in school is the scholarship rate. In past years, students have achieved at the following rates:

	'13	'12	'11	'10	'09	'08	'07
% Passing	98.55	97.60	96.57	95.16	95.28	93.19	95.85

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. Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic intervention plans written by the guidance counselors.
2. Administer and analyze the results of a diagnostic writing assessment to all entering students in June; create a mandatory after-school writing workshop for selected ninth-grade students; require ninth-grade students to complete writing self-assessment activities and maintain a portfolio of their work to track progress; administer and analyze the results of writing assessments in ninth-grade English.
3. Study the progress of under-performing ninth-grade students as the focus of the work of one of our inquiry teams; conduct interviews with students in this sub-group to better understand academic habits and barriers to success; conduct PD on literacy issues as they pertain to this sub-group; monitor progress through grade-level meetings and regular sessions with the guidance counselors or principal; make tutorial referrals through the use of academic intervention plans, as warranted.
4. Ensure that parents of underperforming students receive interim progress reports and/or grade data from SnapGrades.

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

1. Mr. Weiss, Mr. Olivieri, Ms. Sebastian-Ridge, Tutorial teachers, Guidance Counselors (as specified in the timeline below)

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

1. Creation and use of an academic referral form; schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans and individualized goal-setting plans.
2. Administration and analysis of diagnostic writing assessment; visits to after-school writing tutorial; review of student journals and portfolios; administration and analysis of additional writing assessments.
3. Inquiry team meetings; PD sessions; student interviews; individualized intervention plans.
4. Copies of interim reports in students' record folders
5. **Indicators of Interim Progress/Benchmarks:** The school will calculate its scholarship rate, and that of all relevant sub-groups, at the end of each marking period (i.e. six times annually) and calculate its distance from the overall goal. By January 31, the scholarship rate will be at least 94%. By June 30, it will be at least 95%.

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

Step 1: Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic intervention plans written by the guidance counselors.

By When: September and on-going

Who: Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors

Indicator of Progress: Creation and use of an academic referral form; schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans and individualized goal-setting plans.

Review Date: On-going and at the end of each marking period

Step 2: Administer and analyze the results of a diagnostic writing assessment to all entering students in June; create a mandatory after-school writing workshop for selected ninth-grade students; require ninth-grade students to complete writing self-assessment activities and maintain a portfolio of their work to track progress; administer and analyze the results of writing assessments in ninth-grade English.

By When: June and on-going

Who: Mr. Weiss and Mr. Olivieri, Ms. Sebastian-Ridge

Indicator of Progress: Administration and analysis of diagnostic writing assessment; visits to after-school writing tutorial; review of student journals and portfolios; administration and analysis of additional writing assessments.

Review Date: June and at the end of each marking period

Step 3: Study the progress of under-performing ninth-grade students as the focus of the work of one of our inquiry teams; conduct interviews with students in this sub-group to better understand academic habits and barriers to success; conduct PD on literacy issues as they pertain to this sub-group; monitor progress through grade-level meetings and regular sessions with the guidance counselors or principal; make tutorial referrals through the use of academic intervention plans, as warranted.

By When: Fall semester: study and analysis

Spring semester: creation of individualized action plans

Who: Mr. Weiss, Members of the inquiry team, Guidance counselors, All teachers, SSO staff, SAF

Indicator of Progress: Inquiry team meetings; PD sessions; student interviews; individualized intervention plans

Review Date: At each meeting of the ninth-grade inquiry team

Step 4: Ensure that parents of underperforming students receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

Indicator of Progress: Copies of interim reports in students' record folders

Review Date: Mid-way point of each marking period

1. **Indicators of Interim Progress/Benchmarks:** The school will calculate its scholarship rate, and that of all relevant sub-groups, at the end of each marking period (i.e. six times annually) and calculate its distance from the overall goal. By January 31, the scholarship rate will be at least 94%. By June 30, it will be at least 95%.

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

Tutorials, diagnostic assessments, data analysis, individualized action plans, inquiry team meetings, PD sessions, student interviews, interim progress reports, classroom visits, student journals and portfolios. The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc. Per-session: approximately 15 hours for 25 teachers at the contractual rate.

Strategies to Increase Parental Involvement

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

Parents of underperforming students will receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

Indicator of Progress: Copies of interim reports in students' record folders

Review Date: Mid-way point of each marking period

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at least 90% of students will earn a score of 85% or higher on the Living Environment Regents and on each Regents Examination in English and History. At least 65% of students will earn a mark of 85% or higher on the Regents Examination in Integrated Algebra.

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.

All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the "mastery" level). In past years, students have achieved at the following rates:

Exams	% P	%85+ 13	85/12	85/11	85/10	85/09	85/08
English	100	91.0	95.8	93.5	98.9	92.3	85.7

Algebra	100	65.1	59.7	69.6	43.6	47.0	68.7
Global	100	99.0	98.0	89.1	91.6	97.8	95.0
US	100	100	98.9	100	95.4	97.4	97.3
Living Env.	100	92.9	98.9	100	96.6	78.5	69.8

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. Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; communicate to new students that attendance at tutoring is a core component of achieving success at HSAS; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic referral forms; convene individualized goal-setting conferences with referred students; increase the number of Regents-prep tutorials just prior to each examination period (both after school and on Saturdays; that the curricula for our Algebra I, Geometry, and Algebra II courses continue to be aligned to the list of topics covered by the new Regents Examinations; Design, administer, mark, and analyze interim assessments in classes that terminate in a Regents Exam; use Regents rubrics to assess student work, as warranted.

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

1. Mr. Weiss, Mr. Olivieri, tutorial teachers, guidance counselors, math teachers, Regents teachers

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

1. Regents exams are administered in January and June. The school will calculate its pass-rates at the end of each Regents administration period. Prior to each exam, the school will analyze data from classroom examinations, predictive assessments, and mock Regents in order to assess exam readiness and the percentage of students performing at mastery level. Based on these assessments, students who are beneath the 85% threshold will receive AIS intervention. In most cases, students who fail to earn a mark of 85% or higher, will sit for the Regents again the next time it is offered.

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

Step 1: Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; communicate to new students that attendance at tutoring is a core component of achieving success at HSAS; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic referral forms; convene individualized goal-setting conferences with referred students; increase the number of Regents-prep tutorials just prior to each examination period (both after school and on Saturdays)

By When: September, January, June, and on-going

Who: Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors

Indicator of Progress: Schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans

Review Date: September, January, and June

Step 2: Ensure that the curricula for our Algebra I, Geometry, and Algebra II courses continue to be aligned to the list of topics covered by the new Regents Examinations.

By When: September and on-going

Who: Mr. Weiss and Mr. Olivieri, math teachers

Indicator of Progress: Alignment of curriculum to state list of Algebra, Geometry, and Algebra II topics; analysis of test sampler

Review Date: September

Step 3: Design, administer, mark, and analyze interim assessments in classes that terminate in a Regents Exam; use Regents rubrics to assess student work, as warranted.

By When: Each marking period

Who: Mr. Weiss and Mr. Olivieri, Teachers of classes that terminate in a Regents Exam

Indicator of Progress: Administration and analysis of mock Regents tasks and exams; use of assessment results to modify instruction, as needed; use of rubrics to assess student progress.

Review Date: Each marking period, January, and June

1. **Indicators of Interim Progress/Benchmarks:** Regents exams are administered in January and June. The school will calculate its pass-rates at the end of each Regents administration period. Prior to each exam, the school will analyze data from classroom examinations, predictive assessments, and mock Regents in order to assess exam readiness and the percentage of students performing at mastery level. Based on these assessments, students who are beneath the 85% threshold will receive AIS intervention. In most cases, students who fail to earn a mark of 85% or higher, will sit for the Regents again the next time it is offered.

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

1. Tutorials, diagnostic assessments, data analysis, curriculum alignment, peer tutoring, student interviews, interim progress reports, classroom visits. The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc. Per-session: approximately 15 hours for two guidance counselors at the contractual rate.

Strategies to Increase Parental Involvement

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

Parents of underperforming students will receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

Indicator of Progress: Copies of interim reports in students' record folders

Review Date: Mid-way point of each marking period

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and Resource Alignment

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

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

N/A

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 August 2014, at least 80% of students will earn an Advanced Regents Diploma.

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.

The Advanced Regents Diploma is the most demanding among the certificates granted by the State of New York. Students should therefore aspire and be supported instructionally to graduate with advanced designation. Data from previous years indicate the following:

on	<u>%13</u>	<u>%12</u>	<u>%11</u>	<u>%10</u>	<u>%09</u>	<u>%08</u>	<u>%07</u>
Total	100.0	100.0	100.0	98.7	98.6	96.5	96.6
HSAS Diploma	84.0	73.9	83.3	83.1	83.3	91.6	78.8
Adv. Regents w/ Honors	51.1	46.6	52.4	44.2	33.3	61.4	23.5
Adv. Reg. and Adv. w/ Hon.	86.2	86.4	96.4	88.3	84.7	96.4	84.7
Regents	100	100	100	100	100	100	100

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. Conduct group guidance sessions for students, starting in Grade 9, on the importance and requirements of earning an Advanced Diploma; create, distribute, and use a checklist for students to monitor progress towards meeting the advanced requirements; familiarize students with their transcript; Plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website.

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

1. Mr. Weiss, guidance counselors, PTA

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

1. Observation of group guidance sessions and use of the checklist; Observation of the presentation; feedback from parents; monitoring of website "hits"; **Indicators of Interim Progress/Benchmarks:** This statistic is calculated once annually, in June, upon graduation. However, using report card and Regents Exam data, the school will identify each marking period which students are in danger of failing to attain this standard. The school will then provide relevant tutoring and/or counseling to assist students in meeting this goal.

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

Step 1: Conduct group guidance sessions for students, starting in Grade 9, on the importance and requirements of earning an Advanced Diploma; create, distribute, and use a checklist for students to monitor progress towards meeting the advanced requirements; familiarize students with their transcript

By When: September and February

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: Observation of group guidance sessions and use of the checklist

Review Date: September and February

Step 2: Plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website

By When: February

Who: Mr. Weiss, PTA, Guidance counselors

Indicator of Progress: Observation of the presentation; feedback from parents; monitoring of website “hits”

Review Date: February and on-going

Step 3: See action plans for Goals #1 and #2.

- Indicators of Interim Progress/Benchmarks:** This statistic is calculated once annually, in June, upon graduation. However, using report card and Regents Exam data, the school will identify each marking period which students are in danger of failing to attain this standard. The school will then provide relevant tutoring and/or counseling to assist students in meeting this goal.

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

- Group guidance sessions; checklist of requirements; data analysis; parent workshop; transcript analysis.

Strategies to Increase Parental Involvement

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

The counselors will plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website

By When: February

Who: Mr. Weiss, PTA, Guidance counselors

Indicator of Progress: Observation of the presentation; feedback from parents; monitoring of website “hits”

Review Date: February and on-going

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and Resource Alignment

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

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

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.

By June 2014, 100% of the school's graduates will continue to be accepted to college or an approved post-secondary institution.

Comprehensive Needs Assessment

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

Our school's ultimate responsibility is to help students apply to and be accepted at one of the colleges of their choice.

In each and every year of our operation, 100% of students have been admitted to college or an approved post-secondary institution.

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. Update the school profile; Convene individualized college counseling sessions with juniors and seniors; Plan and conduct workshops for parents on the application process; Schedule visits by college representatives in the Fall; Use Naviance to track applications and analyze acceptance results.

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

1. Mr. Weiss; Ms. Gorman; guidance counselors

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

1. The school will use Naviance in order to calculate this statistic at the end of each marking period, beginning at the end of the fall semester. Since not all colleges inform students of acceptance at the same time, this statistic is difficult to measure on an interim basis. The school will work intensively with all students who, by the end of April, have not been admitted to college.

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

Step 1: Update the school profile

By When: October

Who: Mr. Weiss, Ms. Gorman, Guidance counselors

Indicator of Progress: Review and revision of the profile; feedback from Gail Reilly.

Review Date: September, January, and June

Step 2: Convene individualized college counseling sessions with juniors and seniors

By When: Early fall for seniors; spring for juniors

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: Observation of selected sessions.

Review Date: September and upon release of the test sampler

Step 3: Plan and conduct workshops for parents on the application process

By When: Early fall for parents of seniors; spring for parents of juniors

Who: Guidance counselors, Parent coordinator, PTA

Indicator of Progress: Observation of parent workshops; review of materials disseminated; posting of materials on the school's website.

Review Date: Throughout the fall and spring.

Step 4: Schedule visits by college representatives in the Fall

By When: Visits in early fall

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: At least 50 visits will be scheduled.

Review Date: September and on-going throughout the fall.

Step 5: Use Naviance to track applications and analyze acceptance results

By When: On-going

Who: Guidance counselors

Indicator of Progress: Running of Naviance reports.

Review Date: January and May

1. **Indicators of Interim Progress/Benchmarks:** The school will use Naviance in order to calculate this statistic at the end of each marking period, beginning at the end of the fall semester. Since not all colleges inform students of acceptance at the same time, this statistic is difficult to measure on an interim basis. The school will work intensively with all students who, by the end of April, have not been admitted to college.

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

1. Data analysis; individualized and group guidance sessions; student and parent workshops; college visits.

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).

Counselors will plan and conduct workshops for parents on the application process

By When: Early fall for parents of seniors; spring for parents of juniors

Who: Guidance counselors, Parent coordinator, PTA

Indicator of Progress: Observation of parent workshops; review of materials disseminated; posting of materials on the school's website.

Review Date: Throughout the fall and spring.

Budget and Resource Alignment

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

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.
By June 2014, each school club/team/activity will have planned and/or participated in at least one community service project or event.

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.
The High School of American Studies feels it is important to inspire students' interest in and commitment to issues of social justice. Participating in community service helps students to affirm this commitment and to learn about their world by helping others.

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
Discuss the implications of the policy at the first faculty meeting of the year and secure faculty commitment; Present the policy to the student government and solicit feedback; Begin implementation of the policy; Compile records and remind clubs that have failed to conduct a project that they must do so by May; Ensure that, by the end of May, all clubs have conducted at least one project.
B. Key personnel and other resources used to implement each strategy/activity
1. Mr. Weiss; club advisors; student government; PTA.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Agenda from September; Government meetings during seminar; Government meetings during seminar; Records of community service activities.
D. Timeline for implementation and completion including start and end dates
Step 1: Discuss the implications of the policy at the first faculty meeting of the year and secure faculty commitment
By When: September
Who: Mr. Weiss, faculty members
Indicator of Progress: Agenda from September
Review Date: September
Step 2: Present the policy to the student government and solicit feedback
By When: October and November
Who: Mr. Weiss, Mr. Iurato, student government members

Indicator of Progress: Government meetings during seminar

Review Date: October/November

Step 3: Begin implementation of the policy

By When: December/January

Who: Mr. Weiss, student government, club advisors

Indicator of Progress: Records of community service activities

Review Date: January/February

Step 4: Compile records and remind clubs that have failed to conduct a project that they must do so by May

By When: March and April

Who: Mr. Weiss, student government, club advisors

Indicator of Progress: Updated records of community service activities

Review Date: April

Step 5: Ensure that, by the end of May, all clubs have conducted at least one project

By When: May

Who: Mr. Weiss, faculty members

Indicator of Progress: Records of community service activities

1. **Review Date:** Late May

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

1. Faculty meetings; student government meetings; PTA meetings; community service events; publicity.

Strategies to Increase Parental Involvement

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

The school will communicate its efforts via our webpage and at PTA meetings. The school will seek advice from parents who work for or are familiar with social service and community-based agencies.

Budget and Resource Alignment

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

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

N/A

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	Writing Workshop	Small group and one-on-one	Tutorials are provided on an as-needed basis during the tutorial period. Selected ninth-grade students attend a mandatory writing workshop. Tutoring is also available during lunch.
Mathematics	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
Science	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
Social Studies	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional, social, and academic development	Small group and one-on-one	Before school, during class, during lunch, and after school. Group counseling is available during lunch.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 696
School Name HS of American Studies at Lehman College		

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 Alessandro Weiss	Assistant Principal Martin Olivieri
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor Michele Harris
Teacher/Subject Area Rossany Genao / Spanish	Parent Sam Gurka
Teacher/Subject Area Rosanmi Campbell / Spanish	Parent Coordinator Paula Fiore
Related Service Provider N/A	Other Beth Wise, Guidance Counselor
Network Leader(Only if working with the LAP team) N/A	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	0	Number of certified NLA/foreign language teachers	3	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)	387	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**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:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>00</u>				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
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.
We do not have any ELLs on register and have not had any for the past ten years. Were we to have an ELL, we would administer the LAB-R assessment to first-time entrants whose home language was determined to be other than English. Our school would also use class exams and standardized measures (such as AP, Regents, NYSESLAT, etc.) to assess the progress of our ELLs, under the direction of our AP. The data would allow us to monitor the progress of our ELLs, and would help us ensure that they are making adequate progress.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We do not have any ELLs on register and have not had any for the past ten years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
We do not have any ELLs on register and have not had any for the past ten years.
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?

a. We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs, we would compare overall scores and subscores on standardized exams (such as AP, Regents, etc.).

b and c. We do not have any ELLs on register and have not had any for the past ten years.
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?
Our AP will ensure this through individual conversations with the child, her or her parent, and relevant teachers.
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 do not have any ELLs on register and have not had any for the past ten years. We would evaluate the success of our programs for ELLs using Periodic Assessments, Classroom Assessments, and Regents Exam and AP scores, as appropriate.

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](#).)
Initial assessment of students who might possibly be ELLs begins with administration of the home language questionnaire.

Students who indicate that they speak another language or that their home language is not English are given the informal interview in English and in the second language. Students who do in fact speak a second language are then given the LAB-R, and appropriately placed based on those results. Our AP conducts this initial assessment.

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.
All information regarding program choices is provided in the parents' native language. Outreach to parents is handled by our AP, in conjunction with the student's guidance counselor. Meetings with parents to discuss program choices are held during the school day, and are scheduled as soon as an ELL student is identified
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 [\[see tool kit\]](#).)
Distribution of Entitlement Letters, and collection of Parent Survey and Program Selection forms are handled by our AP in consultation with the student's guidance counselor. All students who enter the NYC school system for the first time are given the HLIS. A student whose home language is determined to be other than English is then given the LAB-R to measure his or her proficiency level.
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 procedure for placement would involve a student and parent meeting with our AP and the guidance staff, as well as the student's teachers. Following identification of specific strengths and weaknesses, an appropriately supportive ELL program would be determined. In all cases, parents would receive communication in their native language, through translation by either a faculty member fluent in the language or by a DOE provided translator.
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.
We do not have any ELLs on register and have not had any for the past ten years. Were we to have any ELLs on register, we would administer the NYSESLAT as per state and city guidelines at the earliest possible date.
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. 
We do not have any ELLs on register and have not had any for the past ten years.

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])?

We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs on register, instruction would be delivered using a pull-out model and heterogenous grouping.
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)?

We do not have any ELLs on register and have not had any for the past ten years. Students would be programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level would have 540 minutes of weekly instruction; Intermediate level would have 360 minutes of weekly instruction; Advanced level would have 180 minutes of ESL and 180 minutes of ELA, as mandated by CR-Part 154.
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.

We do not have any ELLs on register and have not had any for the past ten years. Content areas would deliver instruction following the standard instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. We would also utilize leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not have any ELLs on register and have not had any for the past ten years. We would integrate technology to support writing instruction and motivate students to use written language to communicate. We would draw on their background experiences and encourage connections between academic concepts and students' own lives. We would connect with students' families and culture. We would use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Lastly, we would vary assessment strategies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We do not have any ELLs on register and have not had any for the past ten years. We would evaluate our ELLs in ELA alongside their peers and by the same standards.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have any ELLs on register and have not had any for the past ten years. We do not have different subgroups.
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?

We have no ELL-SWDs.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have no ELL-SWDs.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

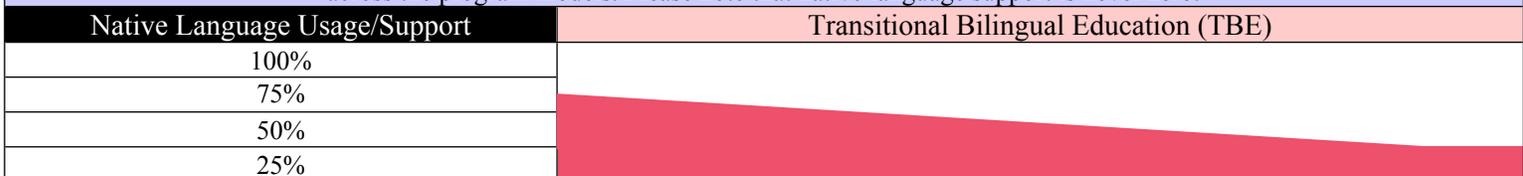
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs, we would conduct targeted intervention programs for ELLs in the Content Areas as student needs dictate. We would also offer ESL support during our Small Group Instruction period.

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

We do not have any ELLs on register and have not had any for the past ten years.

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

None

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

None

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

We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs, we would ensure that ELLs are offered equal access to all school programs. Supplemental services would be offered through programs funded under Title III.

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

We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs on register, we would utilize materials from the regular instructional program along with modified materials as necessary. Appropriate support would be offered by the AP or the ESL teacher as necessary.

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

We do not have any ELLs on register and have not had any for the past ten years. Native language support would be provided on a pull-out basis by an ESL teacher certified in the Native Language.

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

We do not have any ELLs on register and have not had any for the past ten years. Required support services and resources would be developmentally appropriate for the grade level ELL population. We would seek to use the most advanced level of materials possible in order to challenge students to succeed at the highest levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We do not have any ELLs on register and have not had any for the past ten years. Experienced ELLs would offer an orientation session for incoming ELLs. As a Specialized High School, we do not have over-the-counter enrollment, and so there is no possibility that an ELL will enroll throughout the year.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. We do not have any ELLs on register and have not had any for the past ten years. We would use Title III monies to support our ESL and content teachers in the use of best practices for ELL students.

2. We do not have any ELLs on register and have not had any for the past ten years. We would provide support through faculty and department conferences. Teachers of ELLs could also request common planning time with the AP or an ESL or native language teacher as appropriate.

3. We do not have any ELLs on register and have not had any for the past ten years. We would provide support through faculty and department conferences.

4. We do not have any ELLs on register and have not had any for the past ten years. However, the school provides the mandated 7.5 hours of ELL training, as required, on school conference days and at faculty meetings throughout the year. Agendas and records of attendance are maintained on file at the school.

D. Parental Involvement

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

1. We do not have any ELLs on register and have not had any for the past ten years. Parent involvement at our school is generally high. We would use Title III monies to include the parents of ELLs and will provide Translation Services.

2. We do not have any ELLs on register and have not had any for the past ten years. We would partner with Lehman College if necessary.

3. We do not have any ELLs on register and have not had any for the past ten years. We would evaluate the needs of the parents by contacting them for an informal interview. Our Parent Coordinator has also been trained to bring ELL issues to the attention of the appropriate administrator.

4. We do not have any ELLs on register and have not had any for the past ten years. Alignment would be assured through informal conversations between our Parent coordinator and the parents of ELLs.

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.

We do not have any ELLs on register and have not had any for the past ten years.

Part VI: LAP Assurances

School Name: HS of American Studies

School DBN: 10X696

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alessandro Weiss	Principal		12/20/13
Martin Olivieri	Assistant Principal		12/20/13
Paula Fiore	Parent Coordinator		12/20/13
N/A	ESL Teacher		12/20/13
Sam Gurka	Parent		12/20/13
Rosanny Genao / Spanish	Teacher/Subject Area		12/20/13
Rosanmi Campbell / Spanish	Teacher/Subject Area		12/20/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Michele Harris	Guidance Counselor		12/20/13
N/A	Network Leader		1/1/01
Beth Wise	Other <u>Guidance Counselor</u>		12/20/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X696 School Name: HS of American Studies

Cluster: 02 Network: 201

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The High School of American Studies at Lehman College (HSAS) determines through a variety of practices the languages spoken by members of our school community. First, the Pupil Personnel Secretary, Parent Coordinator, and Assistant Principal review the necessary ATS reports including the RHLA, which provides us with information on home languages. Additionally, during our new student orientation each June, the parents of all incoming ninth-graders are provided with and required to complete an emergency contact blue card, which includes an area for parents to note their preferred language of communication. Our guidance staff and parent coordinator also collect home language data on a case-by-case basis.

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.

301 of the 388 families in our school community are English-speaking according to our updated ATS records (RHLA). In addition, there are 21 families who have identified Spanish as their home language, and XXXX. An additional twenty languages are spoken at home by fewer than ten families each. This information is shared with the faculty, guidance staff, and parent coordinator.

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.

Most information is communicated to parents via their preferred language with the assistance of the NYCDOE's Translation and Interpretation Unit, which provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. Some documents can be translated on site into Spanish and French. The school utilizes the services of parents and the Translation and Interpretation Unit to translate documents into other languages. Many of the critical communications that are sent to parents are centrally produced by the DOE in the nine most common primary languages.

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.

Staff members complete a language survey and, whenever possible, act as translators who can be made available on an as-needed basis throughout the school year. Relevant information is communicated to the parents via their preferred language, if needed, with the assistance of the Translation and Interpretation Unit. Some parents choose to rely on an adult friend or relative for assistance; however, when student achievement and or conduct is being discussed, the companion must be an individual over eighteen and may not be enrolled at the school.

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>.

With support from the DOE, we inform parents of their rights regarding translation and available services.
With support from the DOE, we use wall displays and other mechanisms to inform parents of their rights regarding translation services

