

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: SATELLITE WEST MIDDLE SCHOOL-MS 313
DBN (i.e. 01M001): 13K313
Principal: DR. MELISSA VAUGHAN
Principal Email: MVAUGHA2@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Melissa Vaughan	*Principal or Designee	
Anika Branch	*UFT Chapter Leader or Designee	
Stacy Green	*PA/PTA President or Designated Co-President	
Lisa Randall	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Holly Babbin	Member/ Teacher	
Dale Taylor Campbell	Member/ Teacher	
Pearlina Boucher	Member/ Teacher	
Shataye Cummings	Member/ Parent	
Yolanda Williams	Member/ Parent	
John Thompson	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

In ELA to increase the Level 2 proficiency rate from 39% to 49% and to increase the Level 3 and 4 proficiency rate from 18% to 28% by aligning all core content units with the Common Core Learning Standards.

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.

18% percent met State standards on the Sate English test for 2013-14 school year.

Instructional Strategies/Activities

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

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

- Revision and sharing CCLS -aligned ELA curriculum maps with teachers by administration.
 - Use of newly adopted Scholastic Codex materials
 - Ongoing professional development to increase pedagogical and content knowledge
 - Teachers trained to utilize websites such as Common Core Library, ARIS, and Teachscape
 - Teachers will develop and update curriculum maps to align with the CCLS
 - Teachers will attend CFN and DOE workshops on the Common Core Standards and performance tasks
 - Teachers will meet weekly in Professional Learning Teams (PLT) to assess student work in all content areas
 - Classroom Teachers will meet to assess student writing from all academic disciplines/content areas
 - Follow school's SBO to convert one of our Extended Day periods into a professional development period to assess student work/data and Curriculum (to ensure that our school meets our measurable objectives on Common Core in literacy and mathematics
 - Monthly meetings with Instructional Leads to assess coherency of instructional units and daily lesson plans
 - Assistant Principal will provide ongoing monthly and weekly sessions which will align professional development English Second Language and Special Education strategies
1. Supervisors will implement targeted Individual Learning Cycles (ILC) and Collaborative Learning Cycles (CLC) with teachers based upon teacher data (formal and informal observations), research-based literacy instructional, teacher interest surveys and grade-level initiatives to support implementation

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

1. Principal, Assistant Principal, Teachers, Dean, and Parents

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

- Conduct classroom checks using a classroom model checklist through the first six weeks of school to establish foundation on instructional model.
- Observe teacher lessons using the school wide Rigorous and College and Career Readiness checklist throughout the year to ensure the implementation of the shifts in ELA.

- Leadership Team walkthrough checklists to monitor degree of transfer in lesson implementation.
 - Formal observation commendations and recommendations.
 - Administer quarterly interim assessments and data analysis meetings with focus on data review.
 - Completion of baseline in reading assessments.
 - Parent outreach to parents of students who trend in a noteworthy direction--individual and group calls quarterly.
 - Update parents during Parent Teacher Conference on the Common Core Shifts.
 - Monthly student celebrations during daily morning meetings.
1. Create and update data walls to student accomplishments on interims and reading benchmarks assessments.

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

1. September 2014- June 2015

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

- Administrative feedback on classroom checklist during weekly Professional Development.
- Monthly teacher team facilitator meetings and the teacher team facilitators maintain agendas, minutes and feedback forms.
- Teacher Prep time allows for time to meet with teachers.
- School Wide checklist will be evaluated by administration.
- Feedback session data is shared with staff through compilation of trends to improve instruction.
- ELA Teacher team work is shared with the Network each Tuesday during 2nd period.
- Training modules have been provided via email, as part of feedback, during Inquiry and Faculty Conference sessions.

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).

Satellite West Middle School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- Ongoing monthly Parent workshops pertaining to Common Core Learning Standards, Citywide Instructional Expectations, including Danielson Framework for Teaching, Response to Intervention, facilitated by Parent Coordinator and Supervisors.
- The School Leadership Team holds monthly meetings, which are open to all members of the school community.
- Monthly parent/teacher curriculum workshops for parents of ELL and Special Needs Students, facilitated by Parent Coordinator.
- Weekly computer classes in the Parent Center.
- ELA State Exam workshops for parent.
- Parent Lending Library where parents borrow books to read to and with their children, maintained by Parent Coordinator.
- We host events for families and students for Family Literacy Evening.
Parent Learning leaders who volunteer their time to help out within the classrooms.

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.

There is adequate coverage in our school budget to meet this goal. Existing funds for Professional Development and Per-Session budget items will cover

the costs associated with Goal 1. These funds will be drawn from the following categories: TL MOSL and ARRA RTTT Citywide Instructional Expectations.

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.

In Math to increase the Level 2 proficiency rate from 34% to 44% and to increase the Level 3 and 4 proficiency rate from 17% to 27% by aligning all core content units with CCLS.

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.

17% percent met State standards on the State Math test for 2013-14 school year.

Instructional Strategies/Activities

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

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

- Revision and sharing CCLS -aligned MATH curriculum maps with teachers by administration.
- Use of newly adopted CMP3 materials
- Ongoing professional development to increase pedagogical and content knowledge
- Teachers trained to utilize websites such as Common Core Library, ARIS, and Teachscape
- Teachers will develop and update curriculum maps to align with the CCLS
- Teachers will attend CFN and DOE workshops on the Common Core Standards and performance tasks
- Teachers will meet weekly in Professional Learning Teams (PLT) to assess student work in all content areas
- Math Classroom Teachers will meet to assess student writing in problem solving from all academic disciplines/content areas
- Monthly meetings with Instructional Leads to assess coherency of instructional units and daily lesson plans
- Assistant Principal will provide ongoing monthly and weekly sessions which will align professional development English Second Language and Special Education strategies
- 1. Supervisors will implement targeted Individual Learning Cycles (ILC) and Collaborative Learning Cycles (CLC) with teachers based upon teacher data (formal and informal observations), research-based literacy instructional, teacher interest surveys and grade-level initiatives to support implementation

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

1. Principal, Assistant Principal, Teachers, Dean, and Parents

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

- Conduct classroom checks using a classroom model checklist through the first six weeks of school to establish foundation on instructional model.
- Observe teacher lessons using the school wide Rigorous and College and Career Readiness checklist throughout the year to ensure the implementation of the shifts in MATH.
- Leadership Team walkthrough checklists to monitor degree of transfer in lesson implementation.
- Formal observation commendations and recommendations.

- Administer quarterly interim assessments and data analysis meetings with focus on data review.
 - Completion of baseline in reading assessments.
 - Parent outreach to parents of students who trend in a noteworthy direction--individual and group calls quarterly.
 - Update parents during Parent Teacher Conference on the Common Core Shifts.
 - Monthly student celebrations during daily morning meetings.
1. Create and update data walls to student accomplishments on interims and reading benchmarks assessments.

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

1. September 2014- June 2015

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

- Administrative feedback on classroom checklist during weekly Professional Development.
 - Monthly teacher team facilitator meetings and the teacher team facilitators maintain agendas, minutes and feedback forms.
 - Teacher Prep time allows for time to meet with teachers.
 - School Wide checklist will be evaluated by administration.
 - Feedback session data is shared with staff through compilation of trends to improve instruction.
 - MATH Teacher team work is shared with the Network each Monday during 5TH period.
1. Training modules have been provided via email, as part of feedback, during Inquiry and Faculty Conference sessions.

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).

Satellite West Middle School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

- Ongoing monthly Parent workshops pertaining to Common Core Learning Standards, Citywide Instructional Expectations, including Danielson Framework for Teaching, Response to Intervention, facilitated by Parent Coordinator and Supervisors.
- The School Leadership Team holds monthly meetings, which are open to all members of the school community.
- Monthly parent/teacher curriculum workshops for parents of ELL and Special Needs Students, facilitated by Parent Coordinator.
- Weekly computer classes in the Parent Center.
- Math New State Exam workshops for parent.

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.

There is adequate coverage in our school budget to meet this goal. Existing funds for Professional Development and Per-Session budget items will cover the costs associated with Goal 2. These funds will be drawn from the following categories: TL MOSL and ARRA RTTT Citywide Instructional Expectations.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 all teachers will include elements of academic rigor from the College and Career readiness checklist as evidence by students written products.

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.

In the Quality Review for 2014-15 the focus indicator was 1.2 Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Based upon informal and formal observations, the Learning Environment Survey, Quality Review results and 2012-2013 Progress Report data, it was determined that more emphasis must be placed on a holistic, developmental view of teaching to lead to more prompt reflection about student learning and teaching practice, development professional goals, and to guide, monitor and assess progress of teacher's practice.

We will focus on the 8 components of the Danielson Framework to enhance teacher practice through collaborative conversations and monitor the effectiveness of curricular and instruction practice through tiered support.

The expectation is that the best practices and curriculum development learned during Professional Development is embedded into instruction as a result the following will be used to evaluate the progress: teachers formal and informal observations and instructional walk-throughs

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

- Professional Development during Faculty Conferences
- Monthly content grade meetings
- Inquiry Teams providing in- house professional development
- Implementation of inter-class visitation schedule
- Support services by network personnel
- Assignment of mentors for New Teachers
- Targeted feedback by supervising personnel
- New Teacher academy for 0-3 year service teachers
- One-on-one conferences with teachers
- Define academic rigor and college and career readiness in the middle school setting
- Implement systems and structures that ensure knowledge of students and their work
- Develop an instructional focus of reading and writing across the curriculum that improve proficiency on the Common Core ELA Exam
- Differentiate and Enhance the effectiveness of Professional Development for teachers that improve Common Core alignment in daily classroom instruction and unit lesson planning

- Develop a culture of collaborative professional learning that enables school and individual development
- Enhance teacher effectiveness using Danielson Framework for teaching.

1.

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

1. Principal, Assistant Principal, Teachers

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

2. Conduct Initial Conferences

3. Conduct Training

4. Enter MOSL selections

5. Enter MOTP Ratings

1. Conduct Pre and Post Observations

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

1. September 2014- June 2015

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

1. Teacher Prep time allows for time to meet with teachers.

2. New Teachers elected to participate in New Teacher Academy

3. Feedback session data is shared with staff through compilation of trends to improve instruction.

4. Rigorous and college and career checklist to evaluate teacher practice

5. Training modules have been provided via email, as part of feedback, during Inquiry and Faculty Conference sessions.

6. Increased informal observations with feedback

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).

Satellite West Middle School continues to develop methods for increasing parental involvement in the school. We believe that parental involvement strengthens all aspects of the school environment. Below are strategies that we employ:

Parent workshop on classroom expectations

School wide policy on homework and grading

Student evaluation and reflection process in daily instruction

Parent viewing of student portfolio

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.

There is adequate coverage in our school budget to meet this goal. Existing funds for Professional Development and Per-Session budget items will cover the costs associated with Goal 3. These funds will be drawn from the following categories: TL MOSL and ARRA RTTT Citywide Instructional Expectations.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small Group Instruction Based Upon Item Analysis	After school study hall program	After school
Mathematics	Small Group Instruction Based Upon Item Analysis	After school study hall program	After school
Science	Small Group Instruction Based Upon Item Analysis	After school study hall program	After school
Social Studies	Small Group Instruction Based Upon Item Analysis	After school study hall program	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk and Mandated	Small Group and Individual Counseling – At-Risk and Mandated	During the day

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers, the pupil personal secretary works closely with the Network HR point person to ensure that non HQT meet all required documentation and assessment deadlines.
Mentors are assigned to support struggling and unqualified teachers and high quality professional development on effective teaching practices are offered by Network Instructional Specialist.

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).
Creating opportunities to provide our students with Highly Qualified teachers <ul style="list-style-type: none"> • New Teacher Academy for teachers who have taught less than 3 years: • Interclass Visitations • Mentoring pairings with veteran teachers for novice teachers

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
There is adequate coverage in our school budget to meet this goal. Existing funds for Professional Development and Per-Session budget items will cover the costs associated with Goal 1. These funds will be drawn from the following categories: TL Fair Student Funding and ARRA RTTT Citywide Instructional Expectations./MOSL Funds

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
<ul style="list-style-type: none"> • During the summer, members of the MOSL team were invited to share input on assessment selections, as well as plan for the two-day week zero PD sessions. • On Day Two of Week Zero, the MOSL selections were shared with teachers. • During Initial Conferences, MOSL selections were revisited within the context of the instructional content area Teachers are involved in assessments and scoring

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$103,869.81	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$804,536.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 313
School Name Satellite West Middle School		

B. Language Allocation Policy Team Composition [i](#) 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 Sylvia D. Harris	Assistant Principal Ozella Winston-Prosper
Coach type here	Coach type here
ESL Teacher Dr. Deborah Isom (PS 307)	Guidance Counselor James Frderick, MSW
Teacher/Subject Area Carmelle Desir	Parent Stacy Green
Teacher/Subject Area Zetelia Valmon	Parent Coordinator Alethea Mebane
Related Service Provider Debra Phillips	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	119	Total number of ELLs	6	ELLs as share of total student population (%)	5.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			5			1			8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	5	0	0	1	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	EP																
SELECT ONE													0		0		0		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	
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							1	1	1					3
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	3	2	0	0	0	0	6

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)						1	1	1	1					4
Advanced (A)							1							1
Total	0	0	0	0	0	1	3	1	1	0	0	0	0	6

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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		1			1
6	3				3
7	1				1
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			1						1
6	2		1						3
7	1								1
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

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

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

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

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

- 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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Paste response to question here:
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?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)
 The initial screening procedure is as follows: When ELLs come in the school to register, the Pupil Accounting secretary provides parents with a Home Language Identification Survey form (HLIS) to identify the child’s language proficiency. Either the ESL teacher or another pedagogue then evaluates the HLIS form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students’ LAB-R scores, parents receive an Entitlement letter which informs them of their child’s proficiency level. They are also invited to attend a Parent Orientation Session to ensure that they understand all three program choices. At the orientation meeting various programs are described The child is enrolled in the appropriate program within ten days.
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.
 Furthermore, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection as well as information about the core curriculum, learning standards, expectations for students, and assessments.
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 [\[see tool kit\]](#).)

Parents receive an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator.

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.
Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. MS 313 offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.
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.
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is a Freestanding ESL Pull-Out program.
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. **①**
Yes the program model is aligned according to the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Students meet in a pull-out model daily with the ESL teacher. The organizational model is a Freestanding English Pull-Out program. The program model is Ungraded and Heterogeneous. Regarding the Freestanding ESL program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. MS 313 does not offer a Transitional Bilingual Program or Dual Language.

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 currently have a Freestanding ESL Pull-Out program, and instruction is solely provided in English with ESL methodology and scaffolding techniques to support second language acquisition. Our students speak Spanish, Bengali and Arabic. These students receive support in their native languages as needed or necessary. Our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. In addition, most of our Spanish speakers are taking Spanish as a foreign language to support their native language literacy.

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

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, MS 313 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal.

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

Our newcomer is provided with assessments in his native language.

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

Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during

work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language.

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).

N/A for SIFE

The school provides the following resources to facilitate the transition of Newcomers:

--An orientation session for incoming new students.

--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.

--Utilization of the Read 180 Program and Achieve 3000 program.

--Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the acquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in all

their

content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of

the

ELLs are taken into consideration. Some aspects of this policy include:

--ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

--Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of

the problems they work on.

--Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

We currently have one long-term ELL (those ELLs having completed 6 years of ESL), the plan for them is to analyze their NYSELSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Past analysis has revealed a deficiency in both

reading and writing. Our action plan for this subgroup involves:

--Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

--An individualized intervention plan based on students' areas of weakness is implemented in addition to students' assisting early morning intervention and afterschool programs.

N/A for SWDs

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?

N/A

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?

N/A

Courses Taught in Languages Other than English ⓘ

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

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

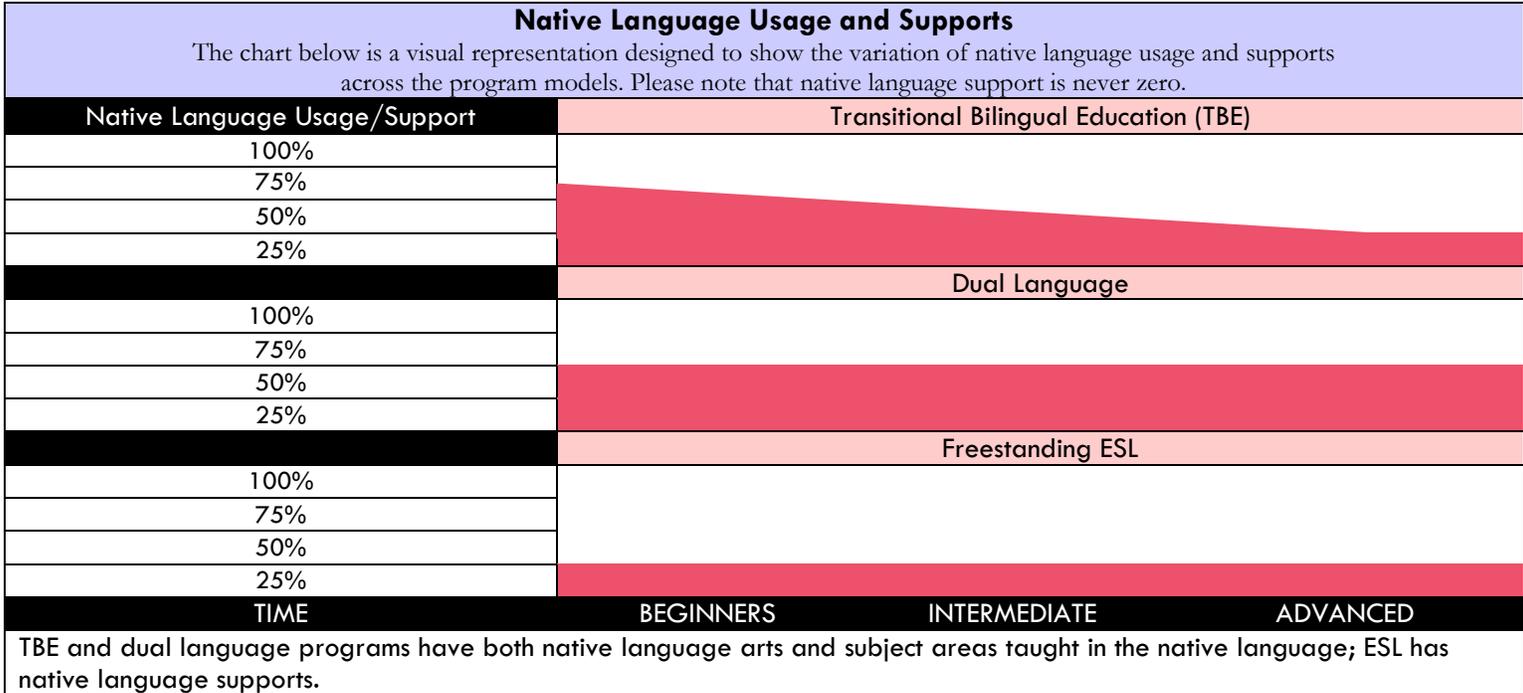
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



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.

After reviewing the NYSESLAT data, the patterns were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are a challenge and are holding them back from the proficiency level. This is especially the case in the ELLs who are at the advanced level of proficiency.

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUIITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening and speaking for beginner students.
- Additional support in reading and writing for intermediate and advanced students.
- Small group ESL classes to target language modalities according to their needs.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Increase collaboration between content area and ESL teacher to create a learning community that is knowledgeable about this population.
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions and journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.
- Implement a print rich environment.
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Provide opportunities to convey to others problem solving strategies and the justification of their answers.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

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

N/A

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

N/A

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

All students receive equal access to programming, extracurricular activities, and student organizations through morning announcements, flyers, etc.

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

Core curricular, differentiated graphic organizers, ICT as example.

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

Per the Freestanding ESL model.

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

The NYS CR Part I Mandated Number of Units for ELLs, Grades K-8 configuration.

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.

The school provides the following resources to facilitate the transition of Newcomers:

--An orientation session for incoming new students.

--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.

18. What language electives are offered to ELLs?

N/A

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.

School Staff: MS 313 has developed an in-house Professional Development series that provide a variety of monthly workshops and sessions on topics of need and interest. Focus sessions are held on Classroom Management, Differentiated Instruction, ESL teaching methodologies and strategies, Data Binders, ARIS, the school's Online Grade book, Collaborative Team Teaching, and using SMART boards.

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?

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend a Parent Orientation Session conducted by either the ESL teacher or the parent-coordinator. The purpose of this meeting is to provide information on the ESL program, state standards, assessments, school expectations, and general program requirements. In addition, the ESL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments. The Student Handbook and other memos are sent to the Office of Translation and Interpretation to be translated into the ELLs' Home Language. The role of parents in the academic success of their children is of great importance and MS 313 makes every effort to build that key partnership with the parent community. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

E. Additional Information

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

Paste response to question here:

School Name: Satellite West Middle School

School DBN: 13K313

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sylvia D. Harris	Principal		
Ozella Winston-Prosper	Assistant Principal		
Althea Mebane	Parent Coordinator		
Deborah Isom	ESL Teacher		
Stacy Green	Parent		
Zetelia Valmon	Teacher/Subject Area		
Carmelle Desir	Teacher/Subject Area		
	Coach		
	Coach		
James Frederick	Guidance Counselor		
Lucius Young	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **13K313** School Name: **Satellite West Middle School**

Cluster: **IV** Network: **408**

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.

Our Dean, Bilingual Paraprofessional, and Life Skills teacher has been instrumental in identifying the language needs of our community, along with surveys. including the Home Language Survey, as well as provide translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have made it a point to inform our teachers at faculty conferences, distribution of memos and one on one conversations, and the ESL teacher having planning time with the classroom teachers, which students have non English speaking parents at their home. The teachers will distribute letters to certian students in their native language to be given to their parents as needed. Report cards were also printed in English and the students' native language as well.

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.

MS 313 will work with the Office of Translation Services and our contracted vendor in a timely manner to ensure that we communicate with our non English speaking parents. As mentioned above, we have a contacted vendor who works with us to ensure that all translated documents ranging from school calendars, programs, agendas, after school programs, upcoming events and special programs documents are all translated within a timely manner of no more than 48 hours. This will ensure that all our Non English speaking parents are aware of what is taking place at school. We even have our in house Spanish speaking teacher available to translate at ESL meetings, IEP meetings and even assist the school staff to communicate with the parents of the students when needed.

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.

Spanish speaking staff assist in communicating with parents and as mentioned above. Our outside vendor translates the required documents into all languages as identified on the students Home Language survey as mentioned above.

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

Our Parent Coordinator and school staff have been diligent in regards to complying with the Chancellor's Regulations Section V11 by adhering to all of the outlined specifications as mentioned on Chanellors Regulations 663 part V11. We take our responsibility very seriously by providing them with their Bill of Rights, having the sign of each of the languages covered at our school posted by the entrance of Parent Center, Room 302. All communications in the form of flyers where they can find further information of each of the covered lanugages displayed at the entrance of room 300, concerning their rights as parents a website is given that is embedded inside of the flyer.