

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

School Name: YOUNG DIPLOMATS MAGNET ACADEMY

DBN (i.e. 01M001): 03M242

Principal: DENISE DESJARDIN

Principal Email: DGOMEZ5@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: KAMAL SALFARLIE

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
Denise Desjardin	*Principal or Designee	
Marysol De La Cruz	*UFT Chapter Leader or Designee	
Amber Bonner	*PA/PTA President or Designated Co-President	
Paula Wielingen	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	
Ann McKayle	Member/ Staff	
Russell Dennis	Member/ Staff	
Chiffon Mason	Member/ Parent	
Theresa Hammonds	Member/ Parent	
Roosevelt Davis	Member/ Parent	
Sydney Drake	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.

ELA: By June 2015, 65% of our lowest third fourth grade boys will increase a minimum of 3 levels as measured by the Fountas & Pinnell benchmark assessment system.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance on the state ELA assessment, it was determined that the majority of our 3rd grade boys did not perform well.

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. 4th grade book clubs will be created to increase reading comprehension and engage struggling students.
2. Fourth grade teachers have 2-3 Common prep periods to plan and monitor student progress.
3. RTI implementation plan
4. Bi-Weekly meetings with RTI team to assess and implement strategies for struggling students
5. Provide professional development to grade level teams with our AUSSIE Consultant.
6. Prep schedule includes one period a week for the Art cluster teacher to provide coverage for half of the fourth grade class for students to have targeted literacy instruction during book clubs.

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

1. Network Specialists
2. Classroom teachers
3. SETSS teacher
4. IEP teacher
5. Art cluster teacher

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

1. Weekly meetings with AIS providers
2. Monitoring progress using the ATLAS curriculum mapping software
3. Monitoring progress using bi-weekly student progress reports.
4. Monitoring students reading level using Fountas and Pinnell assessments

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

1. September 2014-October 2014 administer and score Fountas and Pinnell assessment
2. November 2014-December 2014 analyze baseline assessments
3. November 2014-May 2015 monitoring progress of students – on demand genre writing pieces

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

In order to meet our goal we have created a professional development plan. We will be conducting a book study on improving questioning and discussion in the classrooms utilizing the book "Checking For Understanding" by Fisher/Frey as well as "Inquiry Circles in Action" by Daniels and Harvey. The teachers will be reading the chapters and then using the cycle of inquiry to look at student work and create action plans. We noticed that our boys struggled on the NYS ELA exam and have instituted the Socratic inquiry method into our classrooms. This year we will continue to use Ready Gen as our literacy curriculum and have adopted the writing component. Students will take place in bi-weekly book clubs, where they will read interest books and have collaborative peer conversations. Teachers will monitor student fluency and comprehension of the students during the book club.

Strategies to Increase Parental Involvement

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

1. We have an Echalk website at ps242.org to keep parents apprised of what is happening in the school
2. Monthly parent workshops led by grade level teams to teach parents about the curricula.
3. Parent Coordinator will schedule Parent workshops on the CCLS.

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

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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.

Math: By June 2015, at least 24.3% students in grades 3,4, and 5th grades (Including general education, ELLs and SWDs) will achieve proficiency (Level 3 and 4) on the State Math Exam which is an increase of 5% from June 2014 in which 19.3% of students in grades 3-5 achieved proficiency on the State Math exam.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not perform well on the NYS Math exam. As a result we have made student performance for our grade 3, 4 and 5 students in Math a priority goal for the 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

1. To effectively implement the new curricula we have adopted Go Math.
2. All grade level team have minimally 2 common preps to analyze student work and data to discuss effective strategies that can be implemented to address student needs.

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

1. Classroom Teachers
2. Administration

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

1. Teachers are provided with 2-3 common prep periods minimally twice a month. During that time, teachers analyze and discuss student work and focus on the school's goals of learning to problem solve and support their response in grades K-5.
2. One to one feedback meetings with teachers.
3. Weekly meetings with AIS providers.
4. Monitoring progress using the ATLAS curriculum mapping software
5. Teachers are able to plan lessons/units based on their data during specified Monday and Tuesday PD sessions.
6. Response to Intervention

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

1. November 2014- December 2015: analyze baseline assessments
2. October 2014 - May 2015: analyze pre, mid and post unit assessments.

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

In order to meet our goal we have created a professional development plan. Administration is monitoring pre, mid and post unit data in order to ensure that the teachers are utilizing SRI protocols and developing workable action plans when looking at student work. All grades also have two common preparation periods a week to meet and discuss student progress and discuss strategies that are working for them.

Some Monday and Tuesday PD sessions are dedicated toward teachers updating their curriculum maps to further align instruction with the citywide instructional expectations and the common core standards. We have also initiated an inter-visitation program where teachers are going into other classrooms and taking low inference notes to help them develop better strategies for working with their students. The teachers are given time to debrief with the teacher that they visited. We are using the Go Math program in our school.

1. Our Data Analysis Committee will look at the data across all of the grades to identify patterns/trends across all grades. Grade level teams will meet minimally two times a month to look at student work to identify patterns/trends and tweak their units when necessary. Each teacher will identify three students, one low performing, meeting standards and one exceeding standards to analyze their work and establish next steps. They will look at the pre-assessment, mid assessment and post

assessment This data is then shared in cohorts (Grades K-2 and Grades 3-5) with Administration to monitor student progress and next steps in each grade. All grades have a grade level representative who attends these meetings with Administration twice a month to review data from the pre, mid and post assessments.

Strategies to Increase Parental Involvement

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

1. We have an Echalk website at ps242.org to keep parents apprised of what is happening in the school.
2. PTA meetings include guest speakers who are experts in special education, content area, etc.
3. Parent Coordinator will train parents on how to use the ARIS parent link
4. Parent Coordinator will hold Parent workshops on the CCLS
5. The school provides a parent newsletter to keep parents informed of the current units of study and upcoming events.
6. Parents are invited into the school to see their child's performance in monthly assemblies.
7. Achievement awards are given to students and parents are invited to our award ceremony.
8. Parents are invited to attend monthly Celebrations of Learning while students present their inquiry projects every first Friday of the month.
9. Grade level teams will plan and facilitate monthly workshops for parents to learn about the CCLS shifts and current content being covered.

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

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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, there will be a 50% increase in parent attendance of school wide parent events as measured by attendance sheets. Such as Celebrations of Learning, PTA meetings and Parent Teacher Conferences)

Comprehensive Needs Assessment

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

Based on our learning environment survey results and low attendance in parent meetings held in the 2013-2014 school year, we have identified increasing parent involvement as one of our school goals.

Instructional Strategies/Activities

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

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

PTA meetings include guest speakers who are experts in special education, including autism

1. Parent Coordinator will train parents on how to use the ARIS parent link
2. Parent Coordinator will hold Parent workshops on the CCLS
3. The school provides a parent newsletter to keep parents informed of the current units of study and upcoming events.
4. Parents are invited into the school to see their child's performance in monthly assemblies.
5. Awards are given to students who have demonstrated excellence in the specific I.B. attributes and attitudes as well as outstanding academic efforts and achievements. Parents are invited to attend these award assemblies.
7. Parents are invited to attend monthly Celebrations of Learning while students present their inquiry projects.
8. Grade level teams will plan and facilitate monthly workshops for parents to learn about the CCLS shifts and current content being covered.

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

1. Parent Coordinator
2. Administration
3. Classroom Teachers
4. I.B. Coordinator

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

1. Monitoring attendance by providing parent sign in sheets
2. Increased results on the learning environment survey.

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

1. Self Assessment: September 2014
2. Professional Development aligned with priority competencies: ongoing September 2014- May 2015
3. Observations: ongoing September 2014- May 2015
4. Inter-visitations: October 2014 – May 2015

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

1. Teachers will plan and facilitate monthly session to parents on the CCLS shifts and content being covered in their class. These sessions will be held during the Tuesday parent engagement time. The sessions will run for minimally one hour.

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).

This year, during our monthly parent sessions that we host, parents will delve deeper into the CCLS and how it is aligned to the instruction Reading, Writing, and Mathematics. Parents have received new report cards that are aligned to the Common Core Learning Standards and of the International Baccalaureate standards which is our magnet theme. They will receive additional benchmarks that their children should meet in March and in June so that parents are constantly being kept up to date on what their children are learning and what their children are expected to master in each grade. Also, our Parent Coordinator and teachers work collaboratively to plan for and conduct parent workshops that focus on all content areas and how parents are integral to their children's learning and how they can support them. Other workshops that we have planned include teaching parents how to write their own narratives, informational pieces, and opinion/persuasive texts so that they can go through the same

process as their children, consequently, familiarizing themselves with the writing process (in their native language and/or in English). We are also planning school-wide publishing celebrations during which student work is displayed with their parents present to hear the presentations.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

As a result of teachers observing each other by focusing on monitoring for student understanding during lesson studies and learning rounds and also administrators' observations, by June 2015 there will be an increase of at least 60% of teachers moving at least one level on indicator 3d, on the Danielson Framework for teaching from the fall of 2014. (Ineffective to Developing, Developing to Effective etc.) Minimally 16 teachers will move up one level on indicator 3d.

Comprehensive Needs Assessment

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

Based on math and ELA state test scores, we identified using assessment in instruction as an area of need so that teachers can use summative and formative data effectively to drive instruction and meet students need.

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. All teachers will engage in setting professional goals with an administrator while using the Danielson Framework for Teaching as a guide. Individual professional development plans will be developed and implemented with the goal increased focus on monitoring student The teacher professional goals will be supported by an individualized learning plan created for each teacher. Members of the Instructional Team will support teachers in meeting their individual professional goals. Each teacher will be provided with support from various Network liaisons. Teachers will meet with the liaisons for feedback and possible next steps to help meet their professional goal and improve teaching practices.
2. Self assessment and reflection by teachers (identifying current practice and own next steps to improve)
3. PD plan aligned with priority competencies (Danielson Framework)
4. Observations with timely feedback
5. Planned support e.g. scheduled inter-visitation and coaching
6. Close analysis of pre, mid and post assessments in both ela and math

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

1. AUSSIE coach
2. Talent Coach
3. Network Achievement Coaches

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

1. Self assessment and reflection by teachers (identifying current practice and own next steps to improve)
2. PD plan aligned with priority competencies (Danielson Framework)
3. Observations with timely feedback
4. Planned support e.g. scheduled inter-visitation and coaching
5. Identifying student subgroups according to their academic level to assist teachers with differentiation in their academic planning.
6. Meeting with grade level team and Network liaisons to review and analyze student work and strategies teachers are using to gauge effectiveness and recommend further steps if necessary
7. Planned support e.g. scheduled inter-visitation and coaching
8. Principal and Teachers will be involved in Learning Rounds at the school and at various network schools

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

1. September 2014 – October 2014 meet with individual teachers to create professional goals and select observation option.
2. October 2014 – May 2015 teachers will be provided with ongoing feedback from observations conducted

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

1. All teachers will engage in setting professional goals with an administrator while using the Danielson Framework for Teaching as a guide. Individual professional development plans will be developed and implemented with the goal of increasing student achievement and improving instruction. The teacher professional goals will

be supported by an individualized learning plan created for each teacher. Members of the Instructional Team will support teachers in meeting their individual professional goals. Each teacher will be provided with support from various Network liaisons. Teachers will meet with the liaisons for feedback and possible next steps to help meet their professional goal and improve teaching practices.

Strategies to Increase Parental Involvement

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

1. We have an Echalk website at ps242.org to keep parents apprised of what is happening in the school.
2. PTA meetings include guest speakers who are experts in special education, content area, etc.
3. Parent Coordinator will train parents on how to use the ARIS parent link
4. Parent Coordinator will hold Parent workshops on the CCLS
5. The school provides a parent newsletter to keep parents informed of the current units of study and upcoming events.
6. Parents are invited into the school to see their child's performance in monthly assemblies.
7. Achievement awards are given to students and parents are invited to our award ceremony.
8. Parents are invited to attend monthly Celebrations of Learning while students present their inquiry projects every first Friday of the month.
9. Grade level teams will plan and facilitate monthly workshops for parents to learn about the CCLS shifts and current content being covered.

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.

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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	First priority for AIS is given to students in grades four and five AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the fall Fountas & Pinnell assessments in reading. Students in grades K-2 are identified as at risk by the Fountas & Pinnell assessments.	Imagine Learning, MyOn reading, Fountas & Pinnell Intervention kit and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills –small group and one to one tutoring.	Academic Intervention Services for ELA are provided during the school day.
Mathematics	Students in grade four and five are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the fall results of their initial baseline math assessments. Teachers of all grades use results from pre assessments in all math units, checklists and observations to identify students requiring at risk services.	Go Math games, Go Math online activities, manipulatives, analysis and organization of word problems- flexible small groups	Teachers work with flexible small groups during daily math instruction.
Science	Students who did not pass the Grade 4 Science assessment and those struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	Inquiry based instruction is used to align the Science instruction with our literacy block-small groups, pairs or independently.	Students are provided with small group instruction to provide them with additional support. Teachers work with small groups and student work independently or with pairs with online resources along with level content based text.
Social Studies	Students struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	Teachers have embedded the Social Studies curriculum in their literacy block. Students are provided with inquiry based projects and learning throughout their literacy block and homework assignments-small groups- independently.	Teachers work with small groups and student work independently or with pairs with online resources along with level content based text.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers and parents request intervention for those students who are struggling with school-related anxiety, feelings of isolation, peer conflicts or difficulty with social skills.	Services include peer mediation, crisis intervention, parent conferences and referrals for other services within the school community and small group and one on one with guidance counselors.	Counseling/intervention sessions can be conducted in a group or individual setting.

**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.

When looking for new teachers, the following are utilized:

- Job fairs
- Colleague Recommendations/Referrals
- Interviewing candidates from open market/excessing
- Resumes sent by colleges and universities

All teachers participate in frequent cycles of coaching/feedback with administrators to reflect on pedagogy to support student achievement. The following are systems in place for teachers:

- The literacy and math coach meet with the teachers on a bi-weekly basis so that they can each meet and plan with all grade level teachers. This allows for them to observe, debrief and plan a co-taught lesson which will be conducted together at a future date.
- In addition to providing teachers with training by our coaches, we have contracted an AUSSIE consultant to help teachers with their planning and ensuring that they are implementing the Common Core Learning Standards effectively. The AUSSIE consultant and teachers plan together for upcoming lessons that are co-taught. All classroom teachers are provided with 2-3 common preps with their grade level teams to meet and plan their units of study through the use of our Common Core Learning Standards.
- Administrators, coaches and AUSSIE consultants provide on-going training and support for teachers to plan 4-6 week cycle units of study as a tool to drive instruction. Funding to hire per diem substitute teachers will be set aside for staff members to participate in debriefing sessions.
- Teachers are also participating in International Baccalaureate workshops that are mandated for certification.
- The Network will facilitate monthly workshops for grade level teams to further develop their understanding of the Common Core Learning Standards and the Citywide Instructional Expectations

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).

- Our teachers attend high quality professional development from the city, cluster, network, and from our own teachers such as: Art Cluster teacher will attend the two day training on Aligning the Arts to the CCSS
- attend the Danielson Framework of Teaching Professional Development offered from the DOE
- K-5 classroom teachers of Go Math Professional Development offered from the DOE
- All K-5 and ESL teachers will be working with grade teams to analyze student work through the use of a protocol and the rubric used to assess the NYC Performance assessment.
- All teachers will have eighteen consultation days working one on a Generation Ready (Formerly known as AUSSIE). Service providers attend the trainings as well.
- All K-5 and ESL teachers will attend weekly meetings and IB Coordinator weekly on a rotating basis to plan and support implementation of the Common Core aligned Math and ELA units of study.
- Grade level teams will schedule and conduct inter-visitations to provide each other feedback using the Danielson

Framework.

- Pre-K teachers attend Pre-Kindergarten DOE Professional Development sessions.
- Bimonthly professional development with network staff on formative assessment (3d)

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

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

- Students in Temporary Housing (STH) are provided with school uniforms and consumable materials and supplies as needed.
- Title I funds will continue to be allocated for Students in Temporary Housing to purchase school supplies and uniforms Funds
Funds are also consolidated to support all our CEP goals.

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.).

Parents in Pre-K will be provided with ongoing workshops for them to understand the CCLS and expectations. Additionally, they will receive the school monthly newsletter that contains information about content being covered in all grades and bi-weekly progress reports with detailed information about their child's social/academic progress. The Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator or IB Coordinator, while the children are screened in literacy and math skills. The Kindergarten teachers host a luncheon for the parents and incoming students on the first half day of the school year for parents to be familiarized with the expectations and answer any questions. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

The Pre-K teacher meets with colleagues and the literacy consultant to review student work and create action plans to address student needs. The teacher uses pre and post assessment administered for all units to drive instruction. Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCSS. The teachers give students an on demand writing task as the beginning of the unit and use the rubric from the NC Performance assessment to identify strengths and weaknesses which help them tweak and differentiate the instruction to meet their needs. They administer another on demand writing task 3 weeks into the unit to identify strengths and weaknesses mid-unit so that they are able to modify the unit based on the student data and needs. This is also done at the end of the unit with the summative task to close the gaps within the individual student's learning. Additionally, they identify three students, one low, medium and higher performing student and use a protocol to analyze the student work. Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCSS. These critical areas enable the teachers to close the gaps within the individual student's learning

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 Young Diplomats Magnet Academy 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. Young Diplomats Magnet Academy'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, Young Diplomat's Magnet Academy 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, Young Diplomats Magnet Academy 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	\$127,189.26	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	\$68,787.00	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	\$1,350,948.00	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 03	Borough Manhattan	School Number 242
School Name Young Diplomats Magnet Academy		

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 Denise Desjardian	Assistant Principal
Coach Victoria Najera (Magnet)	Coach Tanya Grullon (Math)
ESL Teacher Galyna Shaller	Guidance Counselor
Teacher/Subject Area Kerry Cutrone/1st grade	Parent
Teacher/Subject Area Jenna Piazza/4th	Parent Coordinator Anthony Arias
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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)	204	Total number of ELLs	22	ELLs as share of total student population (%)	10.78%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In		1	1	1	1									4
Pull-out	1		1			1								3
Total	1	1	2	1	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	8	0	0	0	0	0	0	22

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	22	0	8	0	0	0	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	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	2	2	4	2									11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1			1									2
Haitian														0
French				3		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	1	1									5
TOTAL	1	4	4	8	4	1	0	22						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	3	2	0	0	2								7
Intermediate(I)	2	2	2	3	0	0								9
Advanced (A)	0	0	4	2	0	1								7
Total	2	5	8	5	0	3	0	0	0	0	0	0	0	23

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	5				5
4					0
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.
Teachers use the Fountas/Pinnell Assessment Program quarterly each academic year. Teachers group students according to their reading levels for differentiated instruction and Guided Reading. Teachers and principal analyze individual and class reading level results, NYS Tests and NYC Performance Assessment data. They group students by their abilities within classrooms and in AIS,

Extended Day, and various push-in and pull-out programs. Each program runs in a 4-6 week cycle and is evaluated by the principal. In addition, each classroom teacher places students in literacy and math flexible groups according to their common needs and instructional goals for 4-6 week cycles. The progress of the students in these groups is closely monitored by the classroom teachers during individual/group conferences and pre/post unit assessments. Teachers re-assess students after completion of each program's cycle. Teachers evaluate and monitor student progress on a regular basis in regards to regrouping students according to their new needs assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of newly identified ELL's achieve a beginner proficiency level on the LAB-R. Across grades, the NYSESLAT data reveals that half the students have remained at the same level and the other half increased a proficiency level.
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](#))

In September 2013, the LAP team, consisting of administration, ESL teacher, coaches, AIS teachers, SETTS teacher, and classroom teachers whose classes include ELLs, made analysis of the NYSESLAT testing data. Data trends identified after review of NYSESLAT and Periodic Assessments serve to assist in the designing of instruction that is necessary to move ELL students in an upward slope until proficiency in all 4 modalities is reached and the NYS Standards for the grade are met. The progression of language proficiency in the language process stated in research by the following sequence of modalities: 1st speaking, 2nd listening, 3rd reading and writing. The data from the RNMR is vital for differentiated instruction in order for our ELLs to attain language proficiency.

In addition to the NYSESLAT results, assessment rubrics are used to identify specific skill/sub-skills that ELL students have not yet mastered.

The ESL teacher communicates with a content/classroom teacher and then provides scaffolding strategies to support ELLs in reading and writing. As outlined the ESL teacher uses a push-in model to strengthen the ELLs progress and small group instruction.

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?

Recent results of LAB-R and NYSESLAT revealed the following pattern: ELLs enrolled in Young Diplomats Magnet Academy, PS 242, quickly achieve advanced oral English skills (CALPS), rather than reading and writing. This made us rethink the goal for academic year 2013-2014 and work toward improving the quality of student writing. The data shows that 8 of ELL students who took the ELA last year scored at Level 1, indicating they are below grade level standards. In math, the majority of our ELLs scored at Level 1. Most of these students took these tests for the first time.

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](#).)

Tier I

Whole group -Indicators of Progress: Running records, informal observation, conference notes, Children's Progress (K-2), Acuity (3-5), Unit tests.

Lesson plans must show access for ELLs using information for assessments.

Tier II

Re-administer F&P Running Records, Conference Notes, Anecdotal notes, F&P Leveled Literacy Intervention Assessments.

Strengths are identified and needs analysis is completed before planning small group instruction.

Tier III

F&P Leveled Literacy Intervention Assessments, Running Records, Conference Notes.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counterparts. ESL teaching strategies are infused into the school's reading and writing curriculum maps, so that students receive the additional scaffolding they need, while still learning the same skills and information as their English proficient classmates. ESL certified teachers provide the ELL students with additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction. When an ESL certified teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional support in the lesson to support the ELLs in the class. If the students are working on an independent or group activity, the ESL certified teacher pulls the ELL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ESL strategies, as well as scaffolding and differentiation, to ensure that the ELLs master the material at hand. In this model, the ESL certified teacher and the classroom teacher look at the lesson together before it is taught (on the grade level meeting, once a week) to

discuss how to deliver the material to reach all learners. The ESL teacher works to incorporate methods to ensure the instruction is reaching the ELLs in the classroom. Explicit vocabulary instruction is delivered to the ELLs during Push-In periods in order to ensure that they have the vocabulary necessary to access the grade level materials they are presented with in the classroom. In addition, since the classroom and ESL teachers are in constant communication with each other, if there is a particular area in which an ELL is struggling in the general education classroom, the ESL teacher will work to incorporate that material into the ESL lessons to ensure the student has multiple and diverse opportunities to access the material.

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.).

The success of the Young Diplomats Magnet Academy, PS 242, ESL program is attested to by the fact that ELLs who have passed the NYSESLAT perform at an exceptional level. While the ESL teacher monitors their progress, the ELL graduates include several students who are among the highest achieving students in their classes.

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](#).)

During registration their child at Young Diplomats Magnet Academy, P.S. 242, each parent/guardian is required to fill and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by the ESL teacher, Mrs. Shaller, or by the Principal, Mrs. Denise Desjardin. When needed, the interview may be held in their native language if it is Spanish, French, Haitian Creole, or Fulani. A bilingual certified pedagogue on staff will be invited to translate. The HLIS is completed with the assistance of a certified pedagogue. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language OTELE code is determined by the certified pedagogue and is entered to ATS for the first time. In the event when the trained pedagogue feels that the Home Language Survey is not filled correctly, an informal interview is conducted to determine should the child be administered the LAB-R. In the event that a Spanish LAB-R needs to be administered to a Spanish speaking child, a trained pedagogue will do it within 10 days after the registration. The trained pedagogues also speak other languages besides English.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

After the administration of the LAB-R and based on the LAB-R results, parents of eligible students receive parent notification materials and an invitation to a parent orientation meeting in their home language to be advised of their placement options (within 10 days of admission). Our ESL teacher, Mrs. Shaller, meets parents as they arrive with their children to school in the morning, or calls families to schedule individual appointments for orientation meetings. She distributes personal invitations for the orientation meetings during drop-offs and pick-ups of the children. All orientation meetings are scheduled in accordance with the parent/guardian's availability. The materials and the brochure informing parents of the DOE ESL policies and program choices in the home language of the parent/guardian are prepared in advance, a special quiet place is allocated, a staff member is invited to interpret during the orientation meetings, and the equipment for the parent/guardian to view the DOE video in his/her home language is prepared. In the event that a staff member who knows a particular language of an invited parent/guardian is not available, we contact the DOE Translation Unit and request their staff member to assist us. At the orientation meetings and after viewing the video, the conversation between the parent/guardian and ESL takes place, during which the ESL teacher informs the parent/guardian about their three choices and explains the work that she does with the students in great detail. The parents/guardians then fill out the parent survey and the program selection form to indicate their program choice. Based upon parent choice, students are placed in the appropriate program. In the event that the parent/guardian does not attend the

orientation meeting, we reschedule it. If parents/guardians do not specifically choose the ESL option, they are provided with alternative placement options in other schools. If 15 parents of students of the same Home Language choose a bilingual program, and/or if those students are in two contiguous grades, we will create a bilingual program, in accordance with the Aspira Consent Decree.

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

The entitlement letter in the parent home language, including the parent consent and a signature tear-off slip, is sent home via mail or backpack with a student. However, after unsuccessful several attempts to reschedule the meeting or receive a consent signed by a parent/guardian we proceed with the default program, which is TBE. Simultaneously, we issue continuous entitlement letters to the parent/guardians of students who returned to the ESL Program. These letters also have a tear-off consent slip and are signed by the parent-guardians. Our school closely monitors all signed and returned forms. The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ESL KIT in the ESL office. Our ESL teacher, Mrs. Shaller, prints out ATS reports, such as RLER to determine NYSESLAT student's eligibility.

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.

Each letter indicates child's score derived from the ATS report after LAB-R answer grids were scanned and processed at the scanning center. All communication are sent home in parent-preferred language. Parents are informed about their child's placement (placement letters are distributed to the parents) and they're welcome to call or meet with the ESL provider with any questions or concerns they may have in regard to the program. During the orientation, which is conducted by the ESL teacher the three available in NYC program choices (TBE,DL, and ESL) are explained to the parents in their native languages. The ESL teacher, Mrs. Shaller, is responsible for updating ELPC screen in ATS within 20 days afterwards.

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.

NYSESLAT is used to annually evaluate ELLs in our school. ATS reports, such as RLER are printed out which allows us to determine student eligibility. Identified pedagogues who would administer NYSESLAT, including the ESL teacher, Mrs. Shaller, test coordinator, Mrs. Grullon, receive training prior the administration of the NYSESLAT. A comprehensive testing schedule is created and testing locations are identified in advance. All listening section equipment is tested and prepared. Individual student booklets containing reading, writing, and speaking sections are counted according to the number of tested students in each grade and set aside in a secured location. Students with disabilities are provided with all testing accommodations indicated in their IEPs. In the event of student absence through the duration of the current testing window, the testing is rescheduled for a make-up according to the next testing window. The four components of the NYSESLAT: listening, speaking, reading and writing is administered separately. Listening and speaking components are administered individually.

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. 

The copies of the signed letters, along with the Parent Survey and Program Selection Forms are collected and stored in the ESL KIT in the ESL office. If parents/guardians do not specifically choose the ESL option, they are provided with alternative placement options in other schools. If 15 parents of students of the same Home Language choose a bilingual program, and/or if those students are in two contiguous grades, we will create a bilingual program, in accordance with the Aspira Consent Decree. Parents of students who pass the LAB-R receive notification letters of ineligibility of ESL service. Based on the proficiency level of the student from the (hand-scored) LAB-R, the student is placed in an appropriate, level-based ESL program as beginner, intermediate, or advanced. It has been recorded that for the past few years the parents/guardians of eligible students choose to receive freestanding ESL instruction which is provided at our school by fully certified ESL teacher, Mrs. Galyna Shaller. During 2012-2013 academic year, 21 students were identified as ELLs and all their parents have chosen a freestanding ESL instruction. 2013-2014 academic year brought as 22 students of various levels who require ESL instruction. The ESL program at Young Diplomats Magnet Academy (PS 242) is aligned with the choice of all parents of "L" students, which is freestanding.

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])?

Eligible students receive one or two units of ESL instruction from one full-time, fully certified ESL Teacher, Mrs. Shaller, as required by the results of the LAB-R or NYSESLAT and based on CR 154 mandates. Despite of the large size of our ELL population, instruction is highly differentiated and provided on either push-in and/or pull-out basis as appropriate. Beginner and intermediate ELLs pushed-in and pulled-out in small groups. Advanced ELLs are serviced within push-in context, in which ESL teacher scaffolds the mainstream classroom lessons. All ESL instruction is provided in small groups according to their grade-level.

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)?

Presently, there is one student in our Kindergarten grade who is identified as advanced and receives 180 min. a week of ESL instruction. 4 first grade students, among whom 3 students are identified as beginners and 1 student is identified at the intermediate level, and following students receive 360 min. of ESL instruction a week. The next group includes 4 second grade students, among whom there is 1 student at beginner level 2 students are at intermediate level, and they receive 360 min. instructon a week and 1 student who is identified as advanced and receives 180 min. a week of ESL instruction. There are 8 third grade students, among them 6 students with an IEP and attend either ICT or 12-1-1 class; 2 students are identified as beginners and 1 intermediate and they receive 360 min. of ESL instruction a week and 5 students are at advance level and receive 180 min. of ESL instruction a week. There are 4 fourth grade ELL students, among whom 2 students are identified at intermediate level and receive 360 min. of ESL instruction a week and 2 student are at advanced level and have 180 min. of ESL instruction a week. Finally, there is one student in fifth grade who is identified as beginner and receives 360 min. a week of ESL instruction. ESL instruction is provided based on the English proficiency levels of English Language Learners and their grade-level.

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 area instruction at Young Diplomats Magnet Academy is carefully planned within trans-disciplinary units of study that correlate between science and social studies and embraces all areas of curriculum that are deeply embeded and delivered through balanced literacy and mathematics. As an International Baccalauteate Candidate School, Young Diplomats Magnet Academy is not only following high expectations of the New York State Common Core Learning Standards but also the goals of the International

Baccalaureate Organization. All our students, including ELL students, are exposed to learn through hands-on experiences, inquiries, and research based projects. Each unit of study begins with an introduction, composing and posing essential questions which students are learning to answer elaborately throughout the unit by making inquiries, working on experiments, calculating, measuring, constructing, and preparing individual and collaborative written reports. This inquiry method of study allows for multiple opportunities to use oral and written language through projects, research, discoveries, and discussions in whole/small group, as well as in partnerships. To infuse our content area instruction, our teachers, including the ESL teacher, use portions of various methods, such as CALLA, QTEL etc. In addition, we use visual aids, graphic organizers, and contemporary technology, such as individual student laptops, ipads, interactive Smart Boards, Prometheans, ELMOs. In order to incorporate ESL strategies into the content area instruction, our ESL teacher plans with our grade-level teams and articulates with individual teachers about the progress of their students on a regular basis. On-going assessments help teachers differentiate instruction and assignments for groups and individual students, including ELLs, who are held accountable to set goals and objectives of the studies. Mutually established checklist and rubrics assist students during the process of the studies and determine their final grades. Constructive feedback from the teachers and peers about their final written reports and projects help them establish next steps for further improvement.

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

All our ELL students have multiple opportunities to use their Native Language skills throughout the school year. Young Diplomats Magnet Academy, PS 242, provides French language as one of its specials during prep. period classes, two times a week for students in grade K-3, and once a week for students in grades 3-5. Students whose native language is French listen, speak, sing, read and write in French classes. They also have many opportunities to use French in small groups among their peers and friends, with staff members who speak French, during gym, classroom assemblies, at lunch and recess. Our Native speakers of Spanish have opportunities to practice Spanish with many staff members who also speak Spanish in gym, assemblies, at lunch, and recess. In addition, native language dictionaries, glossaries, and books are available in each classroom. Finally, in Young Diplomats Magnet Academy, P.S. 242, we provide school-wide multicultural events which include performances that embrace different cultures and languages, including Spanish and French.

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

Based on a review of the last three years breakdown of NYSESLAT results, the pattern in proficiency levels shows that listening and speaking and reading modalities are acquired at a faster pace than writing across all grades K-5. These results dictate the specific instructional plan for each ELL. We have a schoolwide focus on vocabulary development, writing strategies for our current and former ELLs.

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).

In the case of SIFE or special education students, the lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar, for reading, writing, speaking and listening as required by ESL and ELA mandates. Currently, there are no SIFE students, but if and when they come to our school, performance data is used to gauge their progress and develop a plan of instruction for them. Presently, there are no ELL students who completed 6 years of ESL service. However, if and when they come to P.S. 242, performance data will be used to measure their progress and develop a plan of instruction for them.

ELLs in US schools less than three years (newcomers) are placed into a class with another child who speaks the same language, whenever possible and every effort is made to insure a smooth transition into the new school system both socially and academically. These students are grouped by abilities for small group ESL instruction. Basic survival English is taught. Focus is also placed on phonics and basic writing/ reading skills. Bilingual dictionaries are used to support students comprehension. Students within each ELL subgroup are grouped according to their speaking, listening, reading and writing levels as per LAB-R and NYSESLAT scores, collaboration with classroom teacher levels and based on Fountas and Pinnell scores. Additional support for listening and speaking provided by scaffolded instruction utilizing methodologies such as read alouds, think, pair, share, etc.

Currently, our school does not have ELL students who receiving service 4 to 6 years. In case of one, performance data will be used to measure their progress and develop a plan of instruction for them.

Our students whose NYSESLAT test indicate proficiency levels are still offered 2 additional years of testing accommodations. In addition, the progress of these students is closely monitored and, if necessary, they receive AIS services. AIS teachers provide 4-6 week cycles of intensive literacy and math academic intervention services to all students, including ELLs, in grades 1-5 in small group settings.

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?

Our Special Education ELLs receive their mandated ESL services in accordance with their IEPs, via push-in program.

ESL instruction is provided in small groups with mainstream students. Instruction is differentiated based on student needs, abilities and IEPs. Identified for support from our AIS team. AIS providers, ESL teacher and classroom teachers are involved in an ongoing collaboration to match level specific programs geared toward the child reaching his/her particular goal. The following programs are utilized during evaluation and planning: Foundations, Level Literacy Intervention, Ready Gen, Wilson, ELL online programs (Starfall.com). Four languages are spoken by the staff of PS 242, which is very helpful in communicating with students and parents. Students also use websites and computer translations as learning tools to support native language as well as bilingual books and dictionaries.

To infuse our content area instruction, our teachers, including the ESL teacher, use portions of various methods, such as CALLA, QTEL, and SIOP. In addition, we use visual aids, graphic organizers, and contemporary technology, such as individual student laptops and Ipads, interactive Smart Boards, Prometheans, ELMO's.

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

The ESL teacher, Speech teacher and other therapists meet at the beginning of the school year to organize scheduling, so that the diverse needs of ELL-SWDs are fully met and that the students receive all mandated services as per their IEPs.

ESL teacher uses Common Core Learning Standards and collaborates with classroom teachers to support ELL-SWD. Our Ls-SWD served more as push-in than pull-out. Our school system allows scheduling flexibility that helps the ESL teacher to push-in or pull-out students based on what is currently going on in the classroom. The flexibility allows students to be pulled where the curriculum can be taught in a small group within the least restrictive environment.

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:

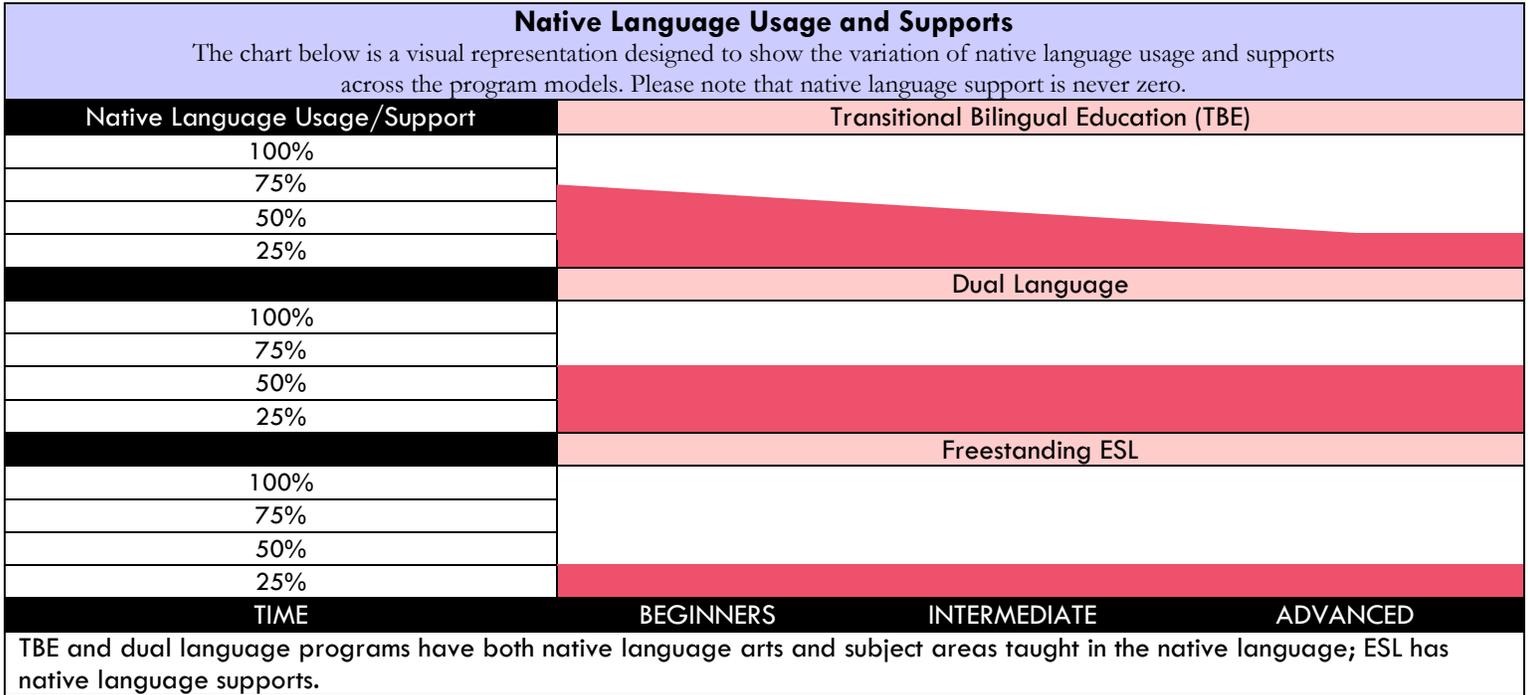
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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.
- All ELLs receive rigorous grade level content area instruction. Our ESL program incorporates a wide variety of instructional age and grade level appropriate materials to support the learning of ELLs. To meet the standards in math, we utilize "Go Math" (in grades K-5). Within these programs our students have access to hands on manipulatives, books and are exposed to targeted math vocabulary. During the literacy block the students are instructed using content area resources based on their proficiency levels. Individual instruction and small group instruction is provided during this time. To meet the standards in ELA, our school has invested in the "Ready Gen" program, which helps to prepare our students for academic success. This program includes a writing model, big books, charts, leveled guided reading books, phonics chart with tapes, as well as test preparation materials. All grades utilize a variety of key teacher resources to support teaching and learning. The ESL teacher meets and articulates with all subject area teachers to infuse instruction. When possible, we try to use native language texts to support Social Studies, Mathematics and Science instruction, focusing on developing concepts and terminology. Our school offers Extended Day Program to all students, including ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ready Gen is a rigorous reading program that accelerates students' academic achievement. The program uses scaffolded, sustained instruction and language development strategies.
11. What new programs or improvements will be considered for the upcoming school year?
- In literacy, Ready Gen Program is implemented. In math, Go Math is used, along with various math games, math manipulatives, and math writing response.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any programs/services for our ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are provided with every opportunity to grow academically and participate in all school programs albeit academics, enrichment, sports and/or the arts during school as well as after school. Remedial and accelerated programs are offered to ALL students, including ELLs, based on needs, as determined by assessments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is incorporated into instruction for all students, including ELLs. ESL and classroom teachers plan cooperatively to insure that technology is integrated and project based learning takes place throughout the day. The school uses Starfall.com programs (for newcomers), ELmo, Smartboards, laptops, Ipads and other resources and equipment for research and on-going projects.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Newcomers are "buddied" up with students who speak their native language, whenever possible. Students use native language dictionaries and glossaries throughout the year. Few languages are spoken by the staff of PS 242, which is very helpful in communicating with students and parents. Students also use websites and computer translations as learning tools to support native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ESL instruction is provided in small groups according to their grade-level.
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.
- Each spring, we have an open house for parents of all incoming Kindergarten students, including potential ELLs. Parents receive information about the school and the ESL programs during this meeting and registration. Additional information is provided during ESL orientation.
18. What language electives are offered to ELLs?
- Children at the transitional stage of language acquisition require strategy development in reading stamina and vocabulary. Shared Reading opportunities, Students as Authors, Reader Theater and student performance provide transitional student's opportunities to hear repetitive language and grammatical structures by using emergent and early text levels.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

The ESL Teacher and pedagogical staff collaborate to conduct nine 50-minute staff development sessions building-wide to teach other teachers the techniques used in ESL pedagogy. Professional development is strategically planned to focus on informing all pedagogical staff on the powerful specialized strategies for strengthening the literacy and academic performance of our ELL students. Sessions are conducted during grade conferences, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers. Staff development is designed to meet the needs of the new teachers as well as the veteran pedagogues. An important element that continues to be reinforced is the need to differentiate and scaffold instruction for all students, including our English Language Learners and special needs children. Teachers are informed on ways in which the classroom can provide an inviting and nurturing learning environment that supports the building of an ELL's self-esteem and developing confidence in a new language. The ESL Teacher uses these opportunities to turnkey region-wide ELL professional development sessions. Topics addressed include: What is the Language Allocation Policy? Applying ELL Assessments, Integrating new ELLs into classroom teachers to track progress of ELLs. Workshop topics to be covered by 2013-2014 school years are the following: Levels of English Literacy development and language analysis, Test taking strategies, Common Core for the Not so Common Learners.

The goal of the LAP team is to ensure that Young Diplomats Magnet Academy, P.S. 242, including administration, teachers and all support staff has the necessary resources and support to improve instruction for ELLs. In the area of resources, the following instructional materials are used; abridged versions of American and international classics, classroom libraries with various genres and reading levels in both English, French, and Spanish, a school library with multicultural literature in English, French, and Spanish languages, a teacher resource room with sets of guided reading books in all levels, fiction/nonfiction level books, leveled books for all units of study taught at school in literacy/math/social studies/science, computer internet access, bilingual dictionaries and glossaries in Spanish/English and French/English.

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?

Young Diplomats Magnet Academy has a strong and functional PTA that plays a pivotal role in the life of the school's community. Monthly PTA and SLT meetings are held during which participants discuss important school issues. Families receive monthly multiple-page in a home-language Newsletters informing them of school-wide, every grade-level classroom and outside-of-the-classroom curriculum, events, and activities. These Newsletters are both bag packed for each student, emailed to families who have internet access, as well as displayed on the Young Diplomats Magnet Academy website.

Young Diplomats Magnet Academy has partnerships with several community organizations that have permanent residencies at our school and provide us with enrichment programs during school time and after school hours. These programs and activities are offered to all student body, including ELLS. Community Works bring artists who create dance and movement programs aligned to current social studies or science units of study and Rosie's Theater Kids teaches upper grade students various contemporary dances. These programs are partially funded by the Federal Magnet Grant. There are also free programs that the school was able to bring in through continuous grant application progress.

In addition, the entire school community is offered access to participate in all our enrichment programs, such as Cheerleading, Basketball Team, Morning Origami Club. All families are invited and encouraged to attend every single event at our school which include: regular classroom assemblies, publishing parties, parent-teacher conferences, Thanksgiving Food Festival, class/grade performances in collaborations with the CBOs, such as: Community Works, Ballroom Dance, Rosie Theater Kids, Reading Gala, Holiday Show, etc.

The administration, along with the school's guidance counselor and HCZ, works tirelessly during and after school hours to assist all families of graduating students, including ELLs, during their Middle School Application process by holding meeting, organizing Middle School Tours, and preparing students for interviews. Beginning early fall of each academic year, the school administration, the guidance counselor, and the parent coordinator collaborate to plan and hold meeting with parents of graduating grade to provide them with all necessary middle school information, including available dual and bilingual middle schools in our district and assist them in touring various schools, filling out applications, and preparing students for interviews. This work continues throughout the year. The school networks invites translators to assist families of ELLs.

The school offers multiple events and parent workshops at which translation services are always provided. Some of them are : Meet The Teacher Night and Common Core Learning Standards in literacy/math provided by literacy/ math coaches. Various professional guest speakers are invited to conduct workshops organized by our parent coordinator. In addition, the principal invites families for once a month "TEA with Ms.D", during which parents discuss their issues and concerns.

HCZ provides all our families, including ELLs, with a free after school program that takes place daily from 3:00-5:45 p.m., during which the students are fed hot supper, participate in organized sport, dance, drama, various art activities, enjoy outdoor, and play table and group games. HCZ also offers to all students, enrolled in their program, including, ELLs, out-of-school child care during regular school holidays, vacations, and a Summer Camp, during which our students participate in indoor and outdoor recreational activities, including day trips to various cultural institutions of our city.

The ESL Teacher is in personal contact with the parents of ELLs. Because parents and guardians play indispensable role in the education of their children, they are made aware of program choices through orientation meetings, teacher conferences, school-wide events, and informational mailings. The administration, the ESL Teacher, and the bilingual Parent Coordinator work in partnership to provide resources and information to the parents in the home language or language of the parents' choice. In addition, the learning environment survey submitted by all parents of our students, including the parents of ELLs, influences our school's next year goal to improve parental involvement.

In the case of the new ELLs, parent orientation meetings are scheduled at the beginning of the academic year to inform parents about their city-wide program choices, instructional standards, assessments and school expectations. The parent survey and program selection forms are filled out, and parents are informed about the results of the LAB-R entrance exam, which determines the eligibility of each new ELL.

All our newly enrolled parents, including parents/guardians of ELLs, are offered invitations and provided with school tours and orientation meetings. These events are planned in advanced and necessary translating services are organized.

Formal or informal recommendations of our parents are always reviewed and analyzed. We have a diverse community with diverse needs and we take it to a consideration when reaching out to partner with community-based organizations.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M242 School Name: Young Diplomats Magnet Academy

Cluster: 04 Network: 410

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.

During registration their child at Young Diplomats Magnet Academy, PS 242M, each parent/guardian is required to fill in and sign the Home Language Information Survey. Parents/guardians for whom English is a second language are interviewed by a bilingual certified pedagogue or administrator in their native language if it is Spanish, French, Haitian Creole, or Fulani. Based upon the Home Language Form, students who speak a home language other than English are identified, the native language. An interview with a parent/guardian on the topic of preferred language communication between the school and home and on a preferred ESL program for their child is being held. In order to analyze the number of Home Language surveys, an administrator (principal) runs the RPOB report from ATS. Our school uses all methods of school-home contacts requested by the families. We use school-wide distribution list to email, call, write letters, send flyers, invitations, monthly Newsletters to communicate with our students' caregivers. The data findings of our school's demography has shown that among 204 students who are enrolled in young Diplomats Magnet Academy there are 1.3% of student population whose native language is Arabic, 1.02% of student population whose native language is Fulani, 0.6% of student population whose native language is Madeko, 3% of the student population whose native language is French, 5% of student population whose native language is Spanish, and 0.3% of student population whose native language is Wolof.

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.

Our students come to our school from all over the world and their families speak many different languages. Among them are: Spanish, Arabic, Haitian-Creole, French, Fulani, and other languages. We found that most parents prefer to communicate in English, Spanish, and French. These finding come available through personal contacts with the parents during their child's registration and at the interviews. Before scheduling parent-teacher conferences, we evaluate our data from the RPOB report and recrate our bilingual pedagogues willing to serve as interpreters. While preparing for testing, the testing coordinator analyzes the latest data from the RPOB report and makes necessary contacts

with various translating services to accommodate "L" students who require translated testing documents.

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.

Young Diplomats Magnet Academy provides wide variety of interpretation services to the school community. We select translators to accommodate our parents at parent-teacher conferences. Progress reports are issued in the home language of the students as requested. Many teachers who speak only English and cannot find an interpreter of their students' home tongue, use NYCDOE Translation Unit to translate their weekly letters that inform families of all events in their classrooms. Our Parent Coordinator, along with the literacy and math coaches give workshops on educational and non-educational topics to families and ensures that translating services are available at all school functions. All mail that goes to families is written in the languages requested by the school community at the initial interviews. Teachers produce weekly homework sheets in languages of their classroom students.

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.

All school functions, including ELL identification process at registration, IEP meetings that take place every other Wednesday throughout the year, parent-teacher conferences in November 2013-March 2014, Meet-the-Teacher Night, classroom and grade-level assemblies, special performances that takes place as culminations at the conclusion of various art, music, and movement special programs that are offered by the SBOs in the collaboration with our school throughout the year, an annual Thanksgiving Feast in November 2013, the Reading Gala in March 2014, an International Baccalaureate Learner Profile Showcase (in conjunction with our school's International Baccalaureate Candidacy process), monthly principal meetings with the families, called "Tea with Ms. D", winter holiday show that displays the celebration of Winter Holidays Around the World, December 2013, Cultural Art Exhibition that displays student art and Media Work February 2014, a Career Day in May 2014, use oral interpretation services according to analysis from the RPOB report.

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>.

Young Diplomats Magnet Academy provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes his/her rights regarding translation and interpretation services. Since our school offers French instruction as a foreign language, each school's facility has a sign in both English and French as per request of the majority of the parents and according to a requirement of the International Baccalaureate Organization. Our school has obtained a translation into such languages of the signage and forms required from the Translation and Interpretation Unit.