

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q690

School Name:

HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBLIC SAFETY

Principal:

LAURA VAN DEREN

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: HIGH SCHOOL School Number (DBN): 28Q690
SCREENED/ ACADEMIC
School Type: COMPREHENSIVE Grades Served: 9-12
School Address: 116-25 GUY R. BREWER BLVD. JAMAICA, NY 11434
Phone Number: 718-977-4800 Fax: 718-977-4802
School Contact Person: DANIELLE COCCIA Email Address: DCOCCIA@SCHOOLS.NYC.GOV
Principal: LAURA VAN DEREN
UFT Chapter Leader: BRUCE SAKS
Parents' Association President: AUDREY DAVIDSON
SLT Chairperson: LAURA VAN DEREN
Student Representative(s): BRIANA PARCHMENT

District Information

District: 28 Superintendent: JUAN MENDEZ
Superintendent's Office Address: 30-48 LINDEN PLACE FLUSHING, NY 11354
Superintendent's Email Address: JMENDEZ2@SCHOOLS.NYC.GOV
Phone Number: 718-281-7696 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 6 Cluster Leader: JOSE RUIZ
Network Number: 718-828-5488 Network Leader: LAWRENCE PENDERGAST

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LAURA VAN DEREN	*Principal or Designee	
BRUCE SAKS	*UFT Chapter Leader or Designee	
AUDREY DAVIDSON	*PA/PTA President or Designated Co-President	
BARBARA FELTON	DC 37 Representative, if applicable	
BRIANA PARCHMENT MIKAYLA DYER	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
DANIELLE COCCIA	Member/ CSA	
CAROLYN THOMAS	Member/UFT	
MICHAEL CHANCE	Member/ PARENT	
ELIXE TABERTUS	Member/ PARENT	
KAREN COBHAM	Member/ PARENT	
BEVERLY MCLEOD	Member/ PARENT	
	Member/	
	Member/	
	Member/	

	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school 	

building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MISSION: To provide students with a challenging standards driven academic program. In collaboration with the school community and various partners, students will be introduced to careers in law enforcement and public safety.

The High School for Law Enforcement and Public Safety is an academic comprehensive high school which prepares students for college and careers. We are extremely proud to highlight the theme of our school. We are the only school of its kind in the nation. The central focus of our school is “law enforcement **and** public safety” and it is infused throughout our instructional program. Law enforcement and public safety officials make classroom visits, and attend speaker forums and career days. Our number one partner is the New York City Police Department (NYPD). Our students are involved in a range of activities sponsored by the NYPD including trips to the NYPD museum, NYPD Crime Lab, Floyd Bennett Field, and Police Plaza. We are proud of our NYPD Explorers Post, consisting of approximately one hundred of our students, who have won numerous awards in national competitions. We are the only school that is granted the privilege of graduating our students from One Police Plaza. The Honorable Police Commissioner Raymond W. Kelly was always our annual keynote speaker at graduation. Last year, Deputy Commissioner Tucker was our keynote speaker. It is with pride that we graduate students who will enter the law enforcement and public safety workforces.

We were also one of forty high schools selected in the Department of Education for the Expanded Success Initiative Grant. This grant enables us to work with our ninth, tenth, and eleventh grade black and Hispanic males toward credit accumulation and college and career readiness. The grant has also provided us with the opportunity for the NYPD to increase their involvement with the school by organizing law enforcement and public safety career fairs and taking the students on trips to the NYPD Police Academy and Crime Lab.

INSTRUCTIONAL FOCUS: Students will develop rigorous habits and higher order thinking skills by engaging in learning experiences that support college and career readiness.

ACCOMPLISHMENTS/GROWTH AREAS:

REGENTS EXAMS	2012-2013	2013-2014
English	75%	82%
US History	68%	79%

Living Environment	55%	62%
Earth Science	94%	94%
Geometry	55%	58%
Algebra 2/Trigonometry	11%	38%
CREDIT ACCUMULATION	2012-2013	2013-2014
Percent of Students Earning 10+ Credits 2 nd Year	67.7%	70.4%
Percent of School's Lowest Third Students Earning 10+ Credits 2 nd Year	50.0%	60.9%
Percent of Students Earning 10+ Credits 3 rd Year	72.2%	74.3%

Areas of Celebration from the Quality Review:

- Structures for positive learning environment, inclusive culture, and student success
- School-level theory of action and goals shared by the school community
- A culture of learning that communicates high expectations with supports

The school's current status: **Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

In the area of Student Achievement on the School Quality Guide, we are at the Meeting Target Level. Student achievement includes the four and six year graduation rate.

In the area of Closing the Achievement Gap on the School Quality Guide, we are at the Meeting Target Level. Closing the Achievement Gap measures the extent to which the school serves and succeeds with students in special populations.

CHALLENGES:

- 9th grade credit accumulation
- Low passing percentages on the Algebra and Global Regents examinations
- Decline in daily attendance rate
- Decreasing the number of suspendable infractions
- Implementing strategies and programs to increase parental involvement

KEY AREAS OF FOCUS:

- Algebra
- Global

- Attendance
- Infractions
- Parental Involvement

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • Review of recommendations from our January 2013 Quality Review and our 2013-2014 School Snapshot and School Quality Guide data: <ul style="list-style-type: none"> ○ Curricula-aligned assessment practices that inform instruction ○ Research-based, effective instruction that yields high quality student work ○ Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards • Student work analyzed during SBO teacher team meetings revealed that instructional rigor needed to be increased across the curriculum. • Our school wide “Drop Everything and Write” assignment showed that our students were struggling writers who needed assistance with grammar, syntax, organization, citing evidence from text, and conducting research. • In our classroom observations, we found that the students need to have more coherent, rigorous writing that is aligned to the CCLS. • The Global Regents passing percentage for the 2013-2014 school year was 63%.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>During the 2014-2015 school year, teacher teams will continue to work together to support the instructional focus: to increase rigor by engaging students in common core aligned learning experiences that require higher order thinking and support college and career readiness so that there is a 5% increase on the Global Regents Examination.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Students will be required to use evidence to support arguments in all subject areas, including physical education through interdisciplinary writing assignments. 	All Students	September - June	All teachers and administration
<ul style="list-style-type: none"> Teachers will attend off site professional development sessions on ADVANCE and the CCLS provided by our network and other academic sources. The administration will provide regular in house professional development which will focus on rigor, lesson adjustment, and the shifting of classroom practice to enhance student outcomes. 	All teachers	As provided by the DOE/ network Mondays/ Tuesdays	Administration
<ul style="list-style-type: none"> The administration will also provide continuous professional development on enhancing student cognitive engagement, student to student discussion, using regular formative assessments, and higher order questioning techniques. 	All Teachers	Monday/ Tuesday weekly PD	Administration/ Teachers
<ul style="list-style-type: none"> Teachers will meet weekly during Other Professional work time to collaborate in their teacher teams. Teams will analyze rigor in instruction and the resulting student work. They will adjust curriculum, lessons, units, and classroom practice accordingly. 	All teachers	Tuesdays	Administration
<ul style="list-style-type: none"> Teachers will work closely with the Assistant Principal of Instruction to ensure that their lesson plans are aligned with the NYS Regents and/or CCLS standards. In effect, all students will be exposed to tasks which are aligned to the CCLS. The completion of these tasks will lead to improved academic achievement. 	All teachers	September - June	Administration
<ul style="list-style-type: none"> The administration will review teacher curriculum maps and unit plans to ensure lessons are rigorous, aligned to the standards, and are evident of lesson adjustment. Teachers who need assistance will meet with their AP Supervisor. 	All teachers	September - June	Administration
<ul style="list-style-type: none"> Teachers will continue to utilize technology in the classroom to help students master the rigorous instruction. This will help students master difficult content in areas such as Global Studies. 	All teachers	September - June	Administration
<ul style="list-style-type: none"> Students will be provided with multiple entry points to help master rigorous activities. 	All teachers, more specifically those with SWDs	September - June	Administration/ special education supervisor
<ul style="list-style-type: none"> We will expand our “Drop Everything and Write” school wide writing projects. Teachers will require every student in the school to write multiple argumentative essays. The Parent Association will help select some topics and will continue to be instrumental in its administration and development. 	Students	Once/semester	Parents/Guardians/ teachers/ Administration

<ul style="list-style-type: none"> During Saturday school, students will have the opportunity to participate in a literacy lab class where they will review grammar and citation formats. Students will also be provided with extra supports in global studies which will help them master writing the DBQ and thematic essays on the Global Regents. Students will also work on creating their college essays. An interdisciplinary approach will be utilized. 	Students	December-January / May-June	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Recruitment of sufficient Saturday school staff (approximately 15 teachers/per-session) / coverages for staff to attend professional development opportunities / prescribed PD schedule on Monday and Tuesday afternoons/ Network support/all teachers will be provided with a laptop and/or projector (31 each /approximately \$40,000).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

AP Expansion Program Resources
SAT Grant Resources

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Student work and teacher lesson plans will be reviewed regularly by teacher teams.
- Teacher lesson plans will be reviewed frequently by administration for evidence of increased rigor.
- The Drop Everything and Write essays will be reviewed each term for evidence of improved literacy and research skills.
- During classroom observations, administration will look for evidence of increased rigor, HOT questions, differentiation, and multiple entry points.
- Benchmark - Based upon the analysis of mid-year scholarship reports, we anticipate that 65% of students will be passing the Global 10 course.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- During the 2013-2014 school year, data from OORS showed an increase in students committing level 3 and 4 infractions (68 level 3 and 4 infractions).
 - Review of the school culture data on the 2013-2014 Learning Environment Survey (ie. student responses to safety in the building). Data showed that only 23% of students strongly agreed that they are safe in their classes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, we will continue to implement mentoring programs with socio-economic and youth development counseling (ie. Hip Hop 4 Life, ELITE, intermediaries) which will result in a 5 % reduction in Level 3 and 4 infractions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Students will be regularly exposed to information which will address anti-bullying, cyber bullying, productive citizenship, conflict resolution, and crime prevention. • We will continue to utilize our partnership with the NYPD to provide instruction on the discipline code 	<p>All Students</p> <p>9th, 10th, 11th grade</p>	<p><u>Mentoring</u></p> <p>October through May</p> <p><u>NYPD</u></p>	<p><u>Mentoring:</u></p> <ul style="list-style-type: none"> • 9th grade advisor • 10th and 11th grade advisor

<p>and conduct muster (uniform inspection) drills. The NYPD will instill preventative measures in students so that they understand their inappropriate actions now will have consequences later. The students perception of the NYPD will change based on our partnership.</p> <ul style="list-style-type: none"> • The Greater Ridgewood Youth Council will continue to work with ninth grade students on youth development and college and career readiness skills. • The Expanded Success Initiative (ESI) Grant has allowed us to align our ninth, tenth, and eleventh grade black and Hispanic males with one of three mentoring programs: intermediaries, NOBLE, or Hip Hop 4 Life. • Members from NOBLE (National Organization of Black Law Enforcement Executives) will work with our intermediary groups and provide a monthly series of seminars which focus on the discipline code, crime prevention, and conflict resolution. • The administration will discuss student achievement goals, conflict resolution, and Respect For All during student assemblies, staff meetings, Parent Association meetings, and SLT meetings. • Students will be exposed to careers by inviting guest speakers including parents/guardians in the law enforcement and public safety workforce. 	<p>black and Hispanic males</p> <p>9th grade girls</p> <p><u>ESI</u> Black and Hispanic 9th, 10th, and 11th grade boys including ELLs and SWD.</p>	<p>As needed</p> <p><u>ELITE</u> Summer 2014-June 2015</p> <p><u>Meetings</u> Monthly grade and/or parent/guardian meetings</p>	<ul style="list-style-type: none"> • F-Status AP <p><u>NYPD</u> Principal Van Deren</p> <p><u>ELITE</u> Mr. Postiglione</p> <p><u>Grade Meetings:</u> All administration</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Assemblies – Schedule adjustment
- Per-session for grade advisors and for staff attending round table conferences for at risk students (grade advisors 70 hours each, guidance counselors 60 hours each)
- Hiring an F-Status AP to track 9th, 10th, and 11th grade black and Hispanic males (\$13,000)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

NOBLE and NYPD provide services, pro bono.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

- Discussions with mentor supervisors concerning student progress
- Review of teacher referrals and/or removals
- Benchmark - OORS suspension data from September through January will be reviewed to show a 2% decrease in the number of infractions in comparison to January 2014.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Our Integrated Algebra Regents Data showed a 42% passing rate for the 2013-2014 school year. STARS scholarship reports showed a low percentage of students passing Regents Integrated Algebra classes. Based on observations of Teacher Teams, we noticed the teams needed additional supports (i.e. Tweed and Network intervention).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, ongoing professional development will be provided to the math department to improve instructional practices which will lead to a 10% increase in the students’ passing percentage on the Common Core / Algebra Regents exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Teachers will attend off site professional development sessions on the Algebra CCLS. A new AP of Instruction was hired who specializes in math. The AP of Instruction will provide regular in house professional development which will focus on revising curriculum maps, lesson adjustments, shifting of classroom practice to enhance student 	All Students who have either failed the Integrated Algebra Regents	September 2014-June 2015	Administration including the AP of Supervision/ teachers/Casio trainers

<p>outcomes, and Regents preparation.</p> <ul style="list-style-type: none"> • Teachers will be provided with calculator training which will help the students utilize them more efficiently. • Math teachers will meet weekly during Other Professional Work Time to collaborate in their teacher teams. They will discuss strategies to enhance passing scores. • Math teachers will work closely with the Assistant Principal of Instruction to ensure that their lesson plans are aligned with the NYS Regents and/or CCLS standards. • Saturday school will be offered in December, January, May, and June for Integrated Algebra. • All students who will be taking the Integrated Algebra Regents in January were mandated for tutoring with the Assistant Principal who specializes in math. • Math teachers will participate in inter-visitations with administrators/teachers and classrooms from schools which have excellent Algebra Regents results and instructional practices. • MOSL Predictive and benchmark exams will be regularly analyzed and adjustments to lesson plans will occur to help support students. • Integrated Algebra Mock Regents Exams will be administered in January and May. • New curriculum supports such as software and review books were purchased. • A Third term Algebra course was created for the high need sub group who is taking the Regents again in January. • The AP who supervises Algebra co-teaches with the general education algebra teacher to provide continuous support to students with disabilities. A relationship between this AP and the math teacher was created; it is not only a supervisory relationship, but a collegial one. • Math instruction strategies are discussed at SLT/PA/grade/parent/guardian meetings. • The phone messenger system and monthly newsletters invite parents to attend PA meetings to hear about academics and rigor. 	<p>exam in the past or are currently in Integrated Algebra classes this year.</p>		

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Topical Review Books in Algebra (\$4.00 per book, \$640 total)/software(Eduware)/Mock Regents Exams/MOSL predictive in Algebra (20 hours total)/hiring AP Supervision with specialties in math/F-Status math teacher or AP (cost pending)/ Saturday school per-session (15 teachers / one supervisor).</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
16.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> • In January 2014, students will take Mock Regents exams. These results will be analyzed and used to further shift instruction and classroom practice. • By February 2014, the teachers will have been provided with over 1000 minutes of professional development and/or time to meet collaboratively with their departments. • In May 2014, students will take additional Mock Regents exams. These results will also be analyzed for evidence of instructional shifts and changes in classroom practice. • Curriculum maps and unit plans will be reviewed for CCLS alignment and evidence of instructional shifts. Administration will provide feedback on curriculum maps/unit plans. • Throughout the year, teachers will be observed and will be provided with feedback about lesson plan adjustment and shifts in classroom practice. • The Algebra third term students taking the Regents in January 2015 will have a 50% passing rate. 			
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Review of the School Snapshot and School Quality Guide Data showed that 57% of year one students obtained ten or more credits. Review of ESI data showed that the achievement gap needed to be closed for ninth grade black and Hispanic 9th grade males earning ten plus credits. ARIS and STARS data review showed that consistently many students did not obtain credits in Algebra and English.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
During the 2014-2015 school year, the school leader will organize resources for academic intervention services and credit recovery (i.e. tutoring, Saturday school, iLearn, grade advisors) to improve ninth grade credit accumulation by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Collaborative planning, assessment, and adjustments to instruction will be made to increase student academic 	All 9 th Graders	September - June	Administration/F-Status AP/Grade

achievement.			Supervisors
<ul style="list-style-type: none"> Students who fail multiple classes will be placed on academic probation. They will be provided with additional tutoring and supports. They will be assigned a mentor who will support them in acquiring credits. Mentors will work on establishing trust so their caseload students have someone to turn to for encouragement and critical feedback. 	All 9 th graders including ELLs, students with disabilities, and overage and under credited students.	Each marking Period	Administration/F-Status AP/Grade
<ul style="list-style-type: none"> To increase parental involvement/engagement, parents/guardians will be summoned to participate in roundtable conferences with their child’s teachers and guidance counselors to discuss strategies for academic and behavioral achievement. 	All 9 th graders	September - June	AP Post and the two guidance counselors
<ul style="list-style-type: none"> Our Saturday school program will take place in December, January, May, and June to provide students with the opportunity to make up labs, be tutored, and participate in credit recovery. 	All students	Saturday – December- January May -June	Administration/ teachers
<ul style="list-style-type: none"> Our extended day program will provide academic intervention services to all students Wednesdays, Thursdays, and Fridays from 2:20 – 3:20 pm. 	All students	November- June	AP Coccia/teachers
<ul style="list-style-type: none"> Mock Regents exams in January and May will be administered to help students to master content. 	All students	January 2015 May 2015	Administration/ testing coordinator/teachers
<ul style="list-style-type: none"> Class assemblies and night time grade level or parent/guardian meetings will be held to discuss available supports and strategies that can be utilized for credit accumulation. 	All eligible students	Three times a year	Administration/ guidance counselors/grade advisors
<ul style="list-style-type: none"> iLearn credit recovery will be implemented in the Spring to increase credit accumulation. 	All eligible students	Spring 2014	Administration/ iLearn Coordinator/iLearn teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per-session for 9th,10th,and 11th grade advisors (Two teachers/140 hours/ from November - June)
 Funding for the site licenses for on-line credit recovery programs (\$40 per license/ 100 licenses)
 Per-session for the expanded Saturday School program and tutoring (15 teachers and 1 administrator)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

24. Specify a timeframe for mid-point progress monitoring activities.

- In January 2014, students will take Mock Regents exams. These results will be analyzed and used to further shift instruction and classroom practice.
- By February 2014, the teachers will have been provided with over 1000 minutes of professional development and/or time to meet collaboratively with their departments.
- Administration of MOSL predictive exams in Integrated Algebra, including a pre-assessment, benchmark exams, and post assessments.
- The implementation of multiple benchmark exams such as uniform midterms.
- Scholarship Reports based on end of second marking period data will show that over 50% of the 9th graders will be on track for obtaining over 10 credits in June.

Part 6b. Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Snapshot Attendance Data:

- 2012 – 91%
- 2013- 89%
- 2014- 89%

There was a lack of a school wide data tracking system, outside of ARIS.

Roundtable conferences outcomes show that some students do not show improvement in lateness/attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, the school’s attendance team will share data with students and parents, promote dialogue, and provide resources to support student learning so that there will be a 3% increase in our school’s attendance rate.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • The attendance team and guidance counselors will conduct increased planning interviews for overage/under-credited 	Overage under-	Ongoing	Attendance team/ Attendance

students. Students will form trusting relationships with their counselors.	credited students		teacher/guidance counselor
<ul style="list-style-type: none"> The attendance teachers will recommend schools such as and Voyages and Aspirations to encourage students to have a fresh start and accumulate credits in an expedited manner. 	Overage under-credited students	September – June	Attendance team/ Attendance teacher/guidance counselor
<ul style="list-style-type: none"> ENGRADE will be utilized by teachers to have an improved grading and attendance system. This web based system allows parents to log on and monitor the students grades and attendance in real time. 	All students	10/14-6/15	Administration
<ul style="list-style-type: none"> The school will conduct weekly attendance team meetings to address lateness, absence, truancy, and planning interviews. 	All students	Every Monday	Attendance Team
<ul style="list-style-type: none"> The phone messenger system is used to notify parents of absences and lateness the day they occur. 	Students and parents	Daily	Attendance Team
<ul style="list-style-type: none"> Lateness issues are discussed during SLT/PA meetings as well as in monthly newsletters and families. Newsletters and the phone master system continuously encourage parents to attend these meetings. 	Students and parents	Monthly	Administration/ Attendance Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Increased number of home visits
 Phone Messenger contract (\$1,600)
 ENGRADE support
 Recognition assemblies (3 / year, \$600 each)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

- Review of attendance data from ATS reports: (ie. RSNS/RCUA/RyMA)
- Assessment of planning interview completion and approvals
- Benchmark- In February, the attendance rate will have increased by 1.5%.

Part 6b. Complete in **February 2015**.

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Ninth grade students who earned a one or two on the eighth grade ELA Common Core State Exam have been scheduled for literacy lab.</p> <p>Also, for students who need to take/ retake the ELA Regents exam/ Students who are failing English based on scholarship report data/ students who need help with completing their Argumentative essays or need to develop their research and/or writing skills .</p> <p>Also, students who need additional preparation for the AP English Composition Examination.</p> <p>Students who need to take/ retake the ELA Regents exam/ Students who are failing English based on scholarship report data/Students who need help with completing their Argumentative essays or need to develop their research and/or writing skills</p>	<p>Mandated AIS Literacy Lab</p> <p>General tutoring on argumentative writing, grammar, and research</p> <p>Saturday School Mock ELA Regents Exam</p>	<p>Small group</p> <p>Small group</p>	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p> <p>Offered in December, January, May, and June (9am – 1pm)</p>

Mathematics	<p>Ninth grade students who earned a one or two on the eighth grade Algebra Common Core State Exam have been scheduled for numeracy lab.</p> <p>Also, for students who need to take/ retake the Algebra Regents exam/ Students who are failing Math based on scholarship report data.</p>	<p>Mandated AIS Numeracy Lab</p> <p>General tutoring on solving equations...</p>	Small group	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p>
	<p>Students who need to take/ retake the Algebra Regents exam/ Students who are failing Math based on scholarship report data.</p>	<p>Saturday School Mock Algebra Regents Exam</p>	Small group	<p>Offered in December, January, May, and June (9am – 1pm)</p>
Science	<p>Students who need to take/ retake the Living Environment, Earth Science, and/or Chemistry Regents exams/ Students who are failing science based on scholarship report data.</p>	<p>Mandated Tutoring</p>	Small group	<p>During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)</p>
	<p>Students who need to take/ retake the Living Environment, Earth Science, and/or Chemistry Regents exams/ Students who are failing science based on scholarship report data/ students who are missing labs.</p>	<p>Saturday School Mock Science Regents Exams Laboratory Makeups</p>	Small group	<p>Offered in December, January, May, and June (9am – 1pm)</p>

	Students who are not meeting the science lab requirement to qualify to take the Science Regents examinations.	Laboratory makeups and assistance with writing laboratory reports	Small group and one-to-one in the science laboratories	Afterschool Mondays-Fridays from 2:20 – 3:30 pm (lab specialist) Lunch periods (Periods 4,5,6)
Social Studies	Students who need to take/ retake the Global and/or United States History Regents exams/ Students who are failing social studies based on scholarship report data/ Students who need additional preparation for the AP US History examination	Mandated Tutoring	Small group	During extended day 2:20 -3:20 pm (Wednesdays, Thursdays, or Fridays)
	Students who need to take/ retake the Global and/or United States History Regents exams/ Students who are failing social studies based on scholarship report data	Saturday School Mock Regents Exams	Small group	Offered in December, January, May, and June (9am – 1pm)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Program services and recommendations in SESIS, as per student's individual IEPs	Mandated related service counseling as mandated by the student's IEP is divided between our two guidance counselors	1:1 / small group	As per IEP mandate (frequency)
	Review of scholarship report/ ARIS/ Item Analysis Data/ teacher referrals	Round table conferences to address academic and behavioral concerns / conduct sheets assigned to students and progress reports given to staff for completion	Parent/ guardian/ teachers/ guidance counselor/ student	During extended day/ upon parent/guardian request or school request

	Parent request/ review of scholarship and ARIS data	Initial evaluations	Social worker / SBST	Upon request / during school day
	For all 9 th , 10 th , and 11 th grade black and Hispanic males / review of scholarship reports, ATS, and ARIS data	Mentoring services provided to our black and Hispanic ninth, tenth and eleventh grade males through our intermediary program, NOBLE, and Hip Hop 4 Life.	1:1 / small group/ whole group/ F-status AP	Daily
	Review of ninth grade girls scholarship and ARIS data	ELITE – mentoring for 9 th grade girls	Whole group	Tuesdays and Thursdays

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Administrators attend hiring fairs seeking new teachers, including teaching fellows and experienced teachers (ATRs). We review resumes/cover letters submitted on the DOE online Open Market/ New Teacher Finder system to find highly qualified teachers. First year teachers are supported by state required mentoring. New and untenured teachers are provided with professional development so teachers can complete the necessary requirement for their state licensing. We provide information regarding programs that are affiliated with local colleges and universities so teachers can earn the required number of credits for their permanent certification.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff will participate in ongoing professional development opportunities and programs within and outside the school building to support their continued professional growth. Many of these professional development activities are facilitated by our Network support staff. Our 9 th grade math teachers are receiving monthly training on the implementation of the Math CC State exam. We have hired an assistant principal (IA) this year so our teachers can receive additional instructional assistance. Principals attend monthly meetings facilitated by the Network.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

n/a

4b. 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 utilization of assessments both inside and outside the classroom is discussed during teacher team meetings and Professional Work/Learning conferences. Our testing coordinator / data specialist distributes and discusses data, including scholarship reports, so instructional shifts can be made.

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 (CEP) 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	\$222,167	x	8-21
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	\$3,184,217	x	8-21

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **High School for Law Enforcement and Public Safety**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **High School for Law Enforcement and Public Safety** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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;
- 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;

The 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 (SPC)

High School for Law Enforcement and Public Safety, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 690
School Name HIGH SCHOOL FOR LAW ENFORCEMENT AND PUBL		

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 SIRMATI PERSAUD - SUPV (SIC)	Assistant Principal LAURA VAN DEREN
Coach N/A	Coach N/A
ESL Teacher ALINA LOVASZ	Guidance Counselor IVETTE ECHEVERRIA
Teacher/Subject Area JENNIFER BRICOURT	Parent CHARM RHOOMES
Teacher/Subject Area VANCE GILLENWATER	Parent Coordinator N/A
Related Service Provider DWAYNE PARKER	Other DANIELLE COCCIA-AP
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	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	569	Total number of ELLs	13	ELLs as share of total student population (%)	2.28%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5		1	2		1	6	1	5	13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	5	0	1	2	0	1	6	1	5	13
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	4	1	1	7
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian										1	2			3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	3	7	1	2	13								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)										1	3			4
Advanced (A)										2	3	1	2	8
Total	0	3	7	1	2	13								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	2		1						3
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	1		2						3

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	2		2	
Integrated Algebra	9		2	
Geometry	1			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	9		4	
Physics				
Global History and Geography	6		4	
US History and Government	2		2	
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.
Most of our ELLs have been receiving services for at least two years. Even though our students have been progressing successfully, it is time for many of them to be able to pass the NYSESLAT and their English Regents examination. We have eight advanced ELL students. Our ELLs take the same formative assessments provided by the Department of Education (i.e. Acuity, ELA performance assessments).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The following strategies have been implemented for those students who have been unsuccessful on the listening/ speaking components of the NYSESLAT:
- Review of test-taking strategies during tutoring
 - Work with students on a more individual basis to build confidence on one on one and public speaking
- The following strategies have been implemented for those students who have been unsuccessful on the reading/ writing components of the NYSESLAT:
- The LEP teacher will continue to use common core aligned materials with scaffolding
 - The reading of more novels, non-fiction, and short stories will be incorporated
 - Students will be encouraged to attend tutoring and our Saturday program
 - Additional writing strategies such as utilizing diagrams and graphic organizers will be implemented
 - Consistent review of basic writing components, essay review, and sentence framing
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
As of November 8th, no data is available to analyze in RNMR.
4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a) Many of our ELLs are also students with disabilities. They are struggling learners. Two ELLs have taken the English Regents and were successful. Some of our ELLs have truancy issues, while some are working hard to become proficient.
- b) We do not issue ELL Periodic Assessments - these are optional.
- c) We do not issue ELL Periodic Assessments - these are optional.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
We believe that we have a small, growing, but successful program. Our ELL teacher is doing a great job providing the students with the skills they need to progress. Instruction is differentiated for our ELL students across the curriculum. They also receive additional time on task and have the option of utilizing glossaries and dictionaries.
- a. The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In ELA and Math, we did not have enough ELLs to make an AYP determination for the NY State Accountability Report 2011-2012. We analyze NYSESLAT and biographical data reports. We also review scholarship reports from STARS.

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](#).)
When students come for over the counter registration, the parent/ guardian is issued a copy of the home language identification survey for completion by the AP Guidance. The parent / guardian and the child are also interviewed. If the student is identified as a possible English Language Learner, our ESL teacher is summoned to assist. The ESL teacher also interviews the family and administers the Lab-R to the student. If the Lab-R score indicates that the student is a candidate for ELL services, the parent/guardian reconvenes with the ESL teacher, watches the ELL video, and is issued a parent survey and a program selection form. This process is completed within ten school days. If an interpreter is needed, our guidance counselor and inclusion teacher speaks Spanish, our ELL teacher speaks Polish, our physical education teacher Ms. Tompa speaks Greek, our math teacher Mr. timbol speaks Tagalog, our science teacher Ms. Shpuza speaks Albanian, and Assistant Principal Van Deren speaks french. The DOE translation /interpretation unit will be contacted, if necessary, for any other languages. The parent is informed that the NYSESLAT is given annually in the spring; the results will determine whether or not the services will be discontinued or continued. Since we are a small learning community, orientations are held on an individual basis.
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 student takes the Lab-R and the results have been tabulated, the parent/guardian is resummoned by the ESL teacher Ms. Lovasz, the three program choices are explained by either Ms. Lovasz or Ms. Van Deren, AP, the parent watches the video, questions are solicited, and the parent/guardian is given a parent survey and a program selection form. If the program selected by the parent is not available at our school, the parent /guardian is notified that he/she will be informed when the program becomes available. This is done within the week the child enters the building so the child can be properly programmed. The student is administered the LABR and the Spanish LAB as appropriate. Student will be placed within 10 days of enrollment, based on the student's LABR results in the parent's choice of program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Based on the previous year's NYSESLAT results (and the review of RNMR, RLAT, REXH), our ELL teacher Ms. Lovasz under advisement by administration completes the continued entitlement letters. A copy of the letter is mailed home to the parents and a hard copy is given to the students by Ms. Lovasz to take home. A copy is also placed in the student's cumulative records. We have been successful retrieving our Parent Survey / Program Selection forms. We work hard to ensure that our families come in and complete them on-site. Entitlement letter records are kept in the file cabinet in Room 243.
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.
Currently our school offers ESL. At the initial parent orientation, after completing the parent program selection form, parents who request a bilingual program are informed that they will be placed on a waiting list for the bilingual program. When the school has the minimum of requests (in high school, 20 requests in the same language within the same grade), the school will be required to open up a bilingual program., as per CR Part 154.
Our school has only a stand alone ESL program. This is discussed with the parent. We do have a Spanish speaking guidance counselor onsite. The translation/ interpretation unit is notified if any other translation services are needed.
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.
Planning for the NYSESLAT administration begins in late winter/ early spring. Our testing coordinator and ELL teacher meet regularly to ensure that all students are familiar with the NYSESLAT testing schedule. The listening and speaking sections are administered first. Make-up sessions are also scheduled for those students who missed the initial administration. Subsequently, the writing and reading sections are issued and make-up sessions are also scheduled. Parents are notified through a letter informing them of when their child is scheduled to sit for all four modalities tested on the NYSESLAT.
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. 
Based on a data analysis of the Parent Survey and Program selection forms for the past few years, all parents have selected an ESL program. The parent requests have been aligned to our ESL program. In previous years, a family who had wanted a bilingual

special education program decided to transfer to another site where this program was offered.

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])?

a./b. Our thirteen ELLs are a part of our freestanding pull-out ESL program. Our eight advanced ELLs are also mainstreamed into an ELA class. Three intermediate students are also students with disabilities who are mainstreamed for ESL services. The ESL teacher pushes into our beginner student's Global class. Our ESL program is ungraded and homogeneous.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We only have one beginning level ELL. Beginning student receives 540 minutes of ESL instruction. Our four intermediate students receive a double period of ESL daily which equates to approx. 400 minutes/ week. Our eight advanced students receive one period of ESL daily (approx. 200 minutes/week) and one period of ELA daily (approx. 200 minutes/week).
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content specific materials are delivered in English. English is the only common language among our ELLs. In the ESL classes, the development of listening, speaking, reading, and writing skills is emphasized. The ESL teacher also works on test taking strategies with the students to improve their results on the NYSESLAT, Regents, or RCT examinations.

Research suggests that native language development accelerates literacy gains in both the native language and English. As such, we provide native language support in all content area classes. Students have access to bilingual glossaries, translation programs, translated texts (where available), and bilingual libraries.

The ESL teacher works collaboratively across content areas to share ESL strategies to ensure that all ELLs will have full access to rigorous common core aligned curricula.

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

The ELLs are evaluated by the ESL teacher and our Spanish speaking guidance counselor (Spanish LAB, alternative language editions of the Regents)

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

Students are provided with formal and informal assessments. During the ELL classes, the ELL teacher provides students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are assessed on their discussion skills. Writing and reading is aligned to the Common Core Learning Standards.

6. How do you differentiate instruction for ELL subgroups?

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

5. Differentiated instruction for ELL subgroups

a) While, currently, we do not have any SIFE students, our approach to supporting SIFE students would be to provide additional support. Teachers across all content areas would use use research based instructional strategies, technology, oral translations, audio/translated texts, In addition, students would be invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We would increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers would also increase their communications with the parent of the identified students.

b) Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c) For ELLs receiving service 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction..

d) Instruction for Long Term ELLs includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents.

e)Former ELLs are entitled to testing accommodations for years 1 and 2 after testing proficient. Accommodations include: extended time, use of bilingual glossaries, small group settings, additional readings for the listening component of state tests.

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 beginner student receives push-in services for social studies. Our students with disabilities are pulled out of their self-contained setting and placed into our ESL classes.

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 utilizes common core materials/reading selections and a newspaper for English Language Learners to accelerate English language development.

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

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

Native Language Arts:	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			
Spanish	english/spanish			

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

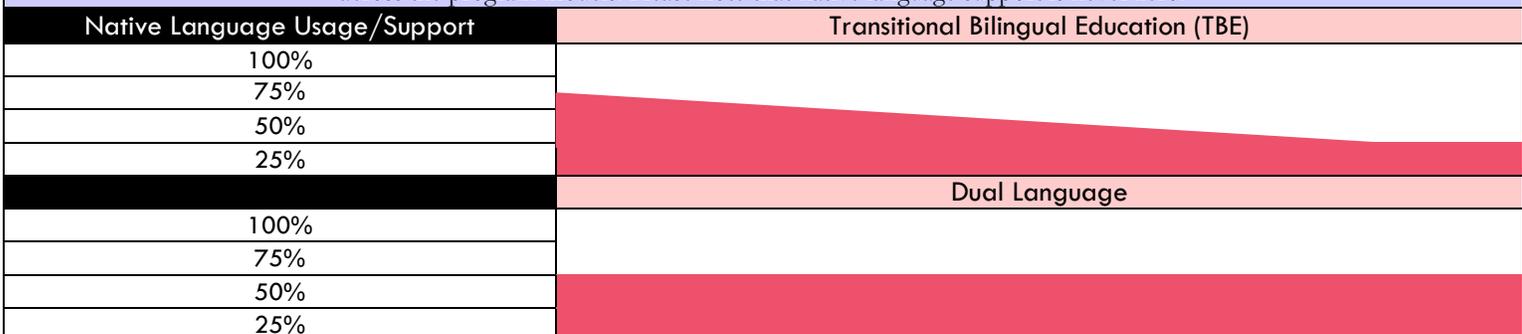
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

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

After school tutoring in English is available in all core subject areas for those ELLs in need of additional support. We also hold a Saturday program in January and in May/June to assist students with preparation for Regents / RCT examinations.

Paste response to question here:

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

Our program is effective based on our NYSESLAT scores and our students proficiency on Regents examinations.

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

For the upcoming school year, we would like to work on strategies to improve parental involvement. We may want to offer a workshop regarding the ELL curriculum and graduation requirements. Also, for those students who remained at the advanced level after the NYSESLAT results, we are initiating a lunchtime tutoring component to assist these students with their reading and writing.

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

No programs/ services for ELLs will be discontinued at this time.

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

ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offering are distributed to ELL parents and students in English and in the students' native language.

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

The ELL teacher utilizes the classroom computers and she is learning how to use the Smart Board. She also uses an overhead projector. The Ell teachers follows the ELA curriculum, the common core, and more specifically Engage NY. Modules are utilized. Glossaries and native language books are utilized. For our beginner student, all books are also in Haitian-Creole. Easier texts are utilized when students are reading novels. We recently purchased the NYSESLAT New York ELLs textbook and software series.

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

Our ELLs receive instruction exclusively in English, however native language support is provided in across all content area classes. Resources used include: bilingual gossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.

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

Support services and resources are subject specific. They are not divided by age and/or grade levels..

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

Before ELL students begin at HSLEAPS, they are invited to attend a Meet and Greet in June and a New Student Orientation in August to learn about the school, our programs, and our services. Translators are available upon request.

18. What language electives are offered to ELLs?

Spanish is the only language elective offered at HSLEAPS.Paste response to question here:

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

n/a

C. Professional Development and Support for School Staff

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

1. Our ELL teacher regularly attends professional development provided by the Children First Network (Cluster 603). She has attended trainings on instructional strategies and performance assessments. She also attends our monthly faculty and departmental conferences.

2. Last year, our ELL teacher attended workshops on ELLs and the Common Core.

3. Our ELL teacher has been trained with our entire school staff on assisting students to successfully make the transition from middle to high school.

4. During our monthly professional development conferences, our staff is trained on intervention and assessment strategies. The staff is also briefed on the NYSESLAT exam and the Common Core State Standards.

D. Parental Involvement

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

1. All parents are invited to attend our monthly PA meetings. Monthly newsletters are also sent home; many are translated into Spanish.

2. Our school has not partnered with any agencies or CBOs to provide workshops to ELL parents.

3. Our ELL teacher keeps in direct contact with our ELL parents and provides them with flyers/ information re. DOE sponsored activities. We are holding our mandatory ELL parent meeting in November.

4. We keep the translation/interpretation unit information readily available. Spanish translators (school staff) are available upon request. All ELL related workshops/activities are publicized by the school.

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.

n/a

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SIRMATI PERSUAD(SIC)	Principal		11/13/13
LAURA VAN DEREN	Assistant Principal		11/13/13
N/A	Parent Coordinator		
ALINA LOVASZ	ESL Teacher		11/13/13
CHARM RHOOMES	Parent		11/13/13
JENNIFER BRICOURT	Teacher/Subject Area		11/13/13
VANCE GILLENWATER	Teacher/Subject Area		11/13/13
N/A	Coach		
N/A	Coach		
IVETTE ECHEVERRIA	Guidance Counselor		11/13/13
	Network Leader		
DANIELLE COCCIA	Other <u>ASSISTANT PRINCIPAL</u>		11/13/13
DWAYNE PARKER	Other <u>RELATED SERVICE PROV</u>		11/13/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28q690 School Name: HS LAW ENFORCEMENT AND PUBLIC SAFET

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

Home language / ethnicity reports from ATS were analyzed. The majority of our parents speak English; however, the majority of the remainder of our families speak Spanish. DOE literature and school documents are regularly provided in both languages. Of the 569 families at our school, 63 families require written and oral translation services in Spanish, seven require haitian creole, two require french-haitian creole, two require bengali, and two require Urdu according to ATS report RHLA. We plan on sharing this information at future PA and SLT meetings.

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.

Home language and ethnicity surveys were distributed. Information is shared at our monthly SLT and PA meetings.

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.

Written translation is provided by the DOE Translation/ Interpretation Unit. Our Spanish speaking staff is also provided with per-session to translate documents, as needed.

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

Oral translation is also provided by the DOE Translation / Interpretation Unit. Our Spanish speaking staff (which includes our guidance counselor and attendance teacher) regularly translate at parental conferences and speak at Open School and Orientation.

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>.

Parents/ Guardians receive the Bill of Rights and Responsibilities at the opening PA General Membership meeting. A DOE generated poster is hung in the lobby indicating the availability of translation services. Written and oral translation services in Spanish and French are available on - site. The DOE translation/interpretation contact information is posted at the security desk in the lobby.