



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

CHARLES HAMILTON HOUSTON

SCHOOL NAME : _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K332 _____

PRINCIPAL: MICKISHA GOSS _____ EMAIL: MGOSS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mickisha Goss	*Principal or Designee	
Vanecia Wilson	*UFT Chapter Leader or Designee	
Serita Mendez	*PA/PTA President or Designated Co-President	
Herminia Reyes	Member	
Valentina Perez	<i>Member</i>	
Brenda Ross	<i>Member/</i>	
Shamene King	<i>Member/</i>	
Duane Thomas Sr.	<i>Member/</i>	
Nigel Henry	<i>Member/</i>	
Linnette McFadden	<i>Member/</i>	
Ruth Porter	<i>Member/</i>	
Pamela Wilson	<i>Member/</i>	

ANNUAL GOAL #1 AND ACTION PLAN

ENGLISH LANGUAGE ARTS

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

Annual Goal #1

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

By June 2012 school year, the percentage of students that achieved levels 3 and 4 on the 2010-2011 NYS ELA Exam will increase from 28% to 33% (5%) overall. Three percent (3%) of student in the subgroups of ELL and SWD will increase one level from their previous score on the 2010-2011 NYS ELA exam.

Comprehensive needs assessment

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

As a result of conducting a three year analysis of the statewide ELA assessments, we have decided to place a significant focus on ELA instruction at the school level, to improve amount of all students, including students with ELL and SWD by one level on the ELA exam in Spring, 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity#1

- *Assessments- During Inquiry meetings with supervisors and professional developers, teachers will analyze and create plans of actions for implications for instruction based on class level acuity data, performance series data, core program unit assessments and running records. These assessments will assess students' common core learning standards and provide direction and drive for small group instruction and interventions.*
- *Target Population(s): All teachers in grades 3-5,7,8, AIS and Support Staff*
- *Responsible Staff Members: Teachers, Support Staff, Assistant Principals and Principal*
- *Implementation Timeline: September 2011 through June 2012*

Activity#2

- *Professional Development- Teachers will receive professional development in analyzing data and creating plan of actions for implications for instruction based on acuity data, performance series data and core program unit assessments; in the Danielson teacher framework; ELA tasks implementation and design; classroom/behavior management strategies; and in designing coherent ELA instruction through lesson development and explicit instruction. Teachers will receive professional development through learning walks to view small group instruction tailored to the needs of the students.*
- *Target Population(s): All teachers in grades 3-5,7,8, AIS and Support Staff*
- *Responsible Staff Members: Teachers, Support Staff, Assistant Principals and Principal*
- *Implementation Timeline: September 2011 through June 2012*

Activity#3

- *Instruction-* There will be an emphasis on small group lesson planning and small group instruction, which is tailored to the individual students' needs based on data. This small group teaching will assist in developing differentiated, rigorous lessons that provide for common core standard based learning, develop the students' higher order thinking skills, and require students to respond in a variety of ways, through listening, speaking and writing.
- *Target Population(s):* All students in grades 3-5,7,8
- *Responsible Staff Members:* Teachers, Support Staff, Assistant Principals and Principal
- *Implementation Timeline:* September 2011 through June 2012

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level teams with professional developers, Assistant Principals, the Principal, and network staff to review student data gathered from various assessments.*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Specifically, Periodic Assessment Dates are scheduled for November 2011, January 2012 and March 2012; however other assessments will be analyzed as available.*

Strategies to increase parental involvement

- *Parent Coordinator will conduct workshops for parents around ELA and the Common Core Learning Standards.*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link.*
- *Parents will receive monthly newsletters to provide them with activities to assist their children in ELA*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *Professional development training will be provided for all teachers in the Common Core Learning Standards, the Danielson Framework, in developing literacy and math tasks, classroom/behavior management strategies, and in designing coherent instruction through lesson development and explicit instruction.*
- *Assistant Principals and principal will provide frequent feedback to the teachers and next steps.*
- School will work with the CFN's HR person, Shawn Thompson, to recruit highly qualified teachers as needed.
- *Also, consider that this school is in the phase-out process*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *We are using NCLB funding by supporting students and their families through programs such as, Roads to Success, PAL, Breakfast programs/NYC Department of Health, STH support services, Graafics (Gang Prevention), and I Love My Life (violence prevention and life skills) supports.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG funds, and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- *Supervisor per session (3 days per week)*
- *Professional instructional materials to support curriculum development and action planning during the regular school day.*
- *Consumable instructional materials for use during extended day programs (Mon-Wed).*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*

ANNUAL GOAL #2 AND ACTION PLAN **MATH**

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

Annual Goal #2

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

By June 2012 school year, the percentage of students that achieved levels 3 and 4 on the 2010-2011 NYS Math State Exam will increase from 13% to 18% (5%) on the 2011-2012 NYS Math State Exam. Three percent (3%) of student in the subgroups of ELL and SWD will increase one level from their previous score on the 2010-2011 NYS Math exam.

Comprehensive needs assessment

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

As a result of conducting a three year analysis of the statewide Math assessments, we have decided to place a significant focus on Math instruction at the school level, to improve amount of all students, including students with ELL and SWD by one level on the Math exam in Spring, 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Activity#1

- *Assessments- During Inquiry meetings with supervisors and professional developers, teachers and support will analyze and create plans of actions for implications for instruction based on class level acuity data, performance series data, core program unit assessments. These assessments will assess students' common core learning standards and provide direction and drive for small group instruction and interventions.*
- *Target Population(s): All teachers in grades 3-5,7,8, AIS and Support Staff*
- *Responsible Staff Members: Teachers, Support Staff, Assistant Principals and Principal*
- *Implementation Timeline: September 2011 through June 2012*

Activity#2

- *Professional Development- Teachers will receive professional development in analyzing data and creating plan of actions for implications for instruction based on acuity data, performance series data and core program unit assessments; in the Danielson teacher framework; math tasks implementation and design; classroom/behavior management strategies; and in designing coherent math instruction through lesson development and explicit instruction. Teachers will receive professional development through learning walks to view small group instruction tailored to the needs of the students.*
- *Target Population(s): All teachers in grades 3-5,7,8, AIS and Support Staff*
- *Responsible Staff Members: Teachers, Assistant Principals and Principal*
- *Implementation Timeline: September 2011 through June 2012*

Activity#3

- *Instruction- There will be an emphasis on small group lesson planning and small group instruction, which is tailored to the individual students' needs based on data. This small group teaching will assist in developing differentiated, rigorous lessons that provide for common core standard based learning, develop the students' higher order thinking skills, and require students to respond in a variety of ways, through listening, speaking and writing.*
- *Target Population(s): All Students in grades 3-5, 7 & 8.*
- *Responsible Staff Members: Teachers, Support Staff, Assistant Principals and Principal*
- *Implementation Timeline: September 2011 through June 2012*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Parent Coordinator will conduct workshops for parents around Math and the Common Core Learning Standards.*
 - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
 - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
 - *Parents will be trained on how to use ARIS Parent Link.*
 - *Parents will receive monthly newsletters to provide them with activities to assist their children in Mathematics*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *Professional development training will be provided for all teachers in the Common Core Learning Standards, the Danielson Framework, in developing literacy and math tasks, classroom/behavior management strategies, and in designing coherent instruction through lesson development and explicit instruction.*
- *Assistant Principals and principal will provide frequent feedback to the teachers and next steps.*
- School will work with the CFN's HR person, Shawn Thompson, to recruit highly qualified teachers as needed.
- *Also, consider that this school is in the phase-out process*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are using NCLB funding by supporting students and their families through programs such as, Roads to Success, PAL, Breakfast programs/NYC Department of Health, STH support services, Graafics (Gang Prevention), and I Love My Life (violence prevention and life skills) supports.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG funds, and human resources to implement this action plan from September 2011 through June 2012 as indicated below:

- *Supervisor per session (3 days per week)*
- *Professional instructional materials to support curriculum development and action planning during the regular school day.*
- *Consumable instructional materials for use during extended day programs (Mon-Wed).*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*

ANNUAL GOAL #3 AND ACTION PLAN

SCHOOL ENVIRONMENT

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

Annual Goal #3

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

We will create a school culture that will provide a safe and orderly environment for students to learn and educators to teach. By June 2012 we will improve the school environment by having at least an 8.0% drop in our school wide suspension rate from the 2010- 2011 school year.

Comprehensive needs assessment

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

After reviewing the OORS report from the past two years, the data indicates: in the 2010-2011 school year, there were 71 Principal and Superintendent suspensions, which is a significant drop from the 2009-2010 school year, which had a total number of 137 suspensions; this is approximately a 52% decrease. Data from the Learning Environment survey for the 2010-2011 school year, determined that staff, students and parents indicated that order and discipline is an area of the school that should be maintained.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

The school will create a Systematic School Wide Behavioral Plan: First, a school-wide positive behavior incentive plan will be created to devise a uniform and consistent way of teachers communicating with parents/guardians regarding their child's daily behavior. Second, a holistic approach that includes, morning affirmations, daily behavior calendars, monthly prizes, various times/forms of detention and tracking of student offenses to document interventions provided for the student. Third, during detention students are required to be reflective and provide next steps to change the behavior.

- **Target Population(s):** All Students in grades 3-5, 7 & 8 and their parents
- **Responsible Staff Members:** Guidance Staff, Dean, All Teachers, Support Staff, Assistant Principals and Principal
- **Implementation Timeline:** September 2011 through June 2012

Activity #2

Student of the Month Assemblies will be conducted monthly to recognize students that demonstrate exemplary positive student behaviors.

- **Target Population(s):** All Students in grades 3-5, 7 & 8
- **Responsible Staff Members:** Guidance Staff, Dean, All Teachers, Support Staff, Parents, Assistant Principals, and the Principal
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Parent Coordinator will question and answer sessions for parents explaining the role of the dean and save room purpose.*
 - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
 - *The school will create a monthly student behavior calendar that is translated in all of the dominant languages.*
 - *Parents will be able to select community based organizations that are designed to help students and their families.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Professional development training will be provided for all teachers in the Common Core Learning Standards, the Danielson Framework, in developing literacy and math tasks, classroom/behavior management strategies, and in designing coherent instruction through lesson development and explicit instruction.
- Assistant Principals and Principal will provide frequent feedback to the teachers and next steps.
- School will work with the CFN's HR person, Shawn Thompson, to recruit highly qualified teachers as needed.
- Also, consider that this school is in the phase-out process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are using NCLB funding by supporting students and their families through programs such as, Roads to Success, PAL, Breakfast programs/NYC Department of Health, STH support services, Graafics (Gang Prevention), and I Love My Life (violence prevention and life skills) supports.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Title IIA to implement this action plan from September 2011 through June 2012 as indicated below:

- *Supervisor per session (3 days per week) to monitor the outcomes of the community based organizations.*
- *Paying for fees for community based organizations to provide services.*
- *Teacher per session for afterschool detention.*

ANNUAL GOAL #4 AND ACTION PLAN

ATTENDANCE

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
During the 2011-2012 school year, our attendance will increase to 90% from 85.06% from the 2010-2011 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
After conducting a three year analysis of attendance data, it was determined that our attendance failed to reach the required level of at least 90%. As a result, we have made attendance a priority for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity#1

- **School wide activities: Activities will continue to motivate increased levels of attendance. Morning announcements will celebrate classes with 100% attendance. Certificates/medals will be awarded monthly to students with 100% attendance. There will be celebration breakfasts' with children and their parents twice a year. Required doctors' notes of absences will be enforced. Communication with parents concerning their children's attendance will be maintained.**
- Target Population: *All Students in grades 3-5, 7 & 8*
- Responsible Staff members: *attendance teacher, assistant principals, principal, all teachers, guidance counselor, family worker, and parent coordinator*
- Implementation time: *September 2011 through June 2012*

Activity#2

Including teachers in the decision-making process: Teachers will use ARIS data to review the attendance trends of their students at grade meetings and will report to the Principal, bi-weekly. Teachers will communication with parents concerning the attendance of students who are at risk. We believe that communication between teachers and parents builds better relationships; therefore, parents are more likely to send their children to school.

- Target Population: *Students in grades 3-5, 7 & 8 who are demonstrating poor attendance.*
- Responsible Staff members: *attendance teacher, all teachers, family worker, Principal, Assistant Principal, and parent coordinator*
- Implementation time: *September 2011 through June 2012*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **At each parent teacher conference, parents will receive a parent report card that includes a grade for their child's attendance during that marking period.**
- **Parents will be invited to assemblies and PTA meetings that celebrate students with perfect attendance.**
- **Parents will be trained on how to use ARIS parent link in order to monitor their children's attendance.**
- **Parents will receive phone calls, letters, emails, and home visits about their children's attendance from various staff members including, teachers, family workers, administrative staff and the attendance teacher.**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Professional development training will be provided for all teachers in the Common Core Learning Standards, the Danielson Framework, in developing literacy and math tasks, classroom/behavior management strategies, and in designing coherent instruction through lesson development and explicit instruction.
- Assistant Principals and Principal will provide frequent feedback to the teachers and next steps.
- School will work with the CFN's HR person, Shawn Thompson, to recruit highly qualified teachers as needed.
- Also, consider that this school is in the phase-out process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are using NCLB funding by supporting students and their families through programs such as, Roads to Success, PAL, Breakfast programs/NYC Department of Health, STH support services, Graafics (Gang Prevention), and I Love My Life (violence prevention and life skills) supports.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA, and AIDP funds to implement this action plan from September 2011 through June 2012 as indicated below:

- *Fund the salary of a family worker to monitor attendance.*
- *Fund part of salary of the guidance counselor to provide AIDP services*
- *Supplies for student incentives*
- *Refreshments for parent-child activities relating to attendance promotion*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	62	62	N/A	N/A	4			
4	49	49			2			
5	40	40			2			
6								
7	28	28			1			
8	30	30			3			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

- A. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
- B. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
- C. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description		
ELA (Grades 3-5, 7-8)	Strategy 1. A. Keep on Reading Strategy 2. A. Building Stamina Strategy 3. A. Literacy Block/Balanced Literacy Approach Strategy 4. A. Kaplan/Measure Up Strategy 5. A. Acuity Strategy 6. A. CARS and STARS	B. small group instruction B. small group instruction B. whole/small B. targeted small group B. small group instruction B. targeted small group	C. extended day C. during school day C. during school day C. after school C. during school day C. Saturday School
Mathematics (Grades 3-5, 7-8)	Strategy 1. A. Count on It Strategy 2. A. Building Stamina Strategy 3. A. Turbo Math Strategy 4. A. Math Block/Balanced Math Approach Strategy 5. A. Kaplan/Measure Up Strategy 6. A. Acuity Strategy 7. A. Destination Math Strategy 8. A. CCLS directed instruction Strategy 9. A. CAMS and STAMS	B. small group instruction B. small group instruction B. one-on-one B. whole/small B. targeted small group B. small group instruction B. whole class/individual B. tutoring B. targeted small group	C. extended day C. during school day C. during school day C. during school day C. after school C. during school day C. during school day C. after school C. Saturday School
Science (Grades 3-5, 7-8)	Strategy 1. A. Core Knowledge Strategy 2. A. Keep on Reading Science Strategy 3. A. Projects Strategy 4. A. Content task	B. whole group instruction B. small group instruction B. individual B. whole/small group	C. during school day C. during school day C. during school day C. during school day
Social Studies (Grades 3-5, 7-8)	Strategy 1. A. Core Knowledge Strategy 2. A. Projects Strategy 3. A. Content Task	B. whole group instruction B. individual B. whole/small group	C. during school day C. during school day C. during school day
At-risk Services provided by the Guidance Counselor	Strategy 1. A. After an episode Strategy 2. A. Positive behavior intervention Strategy 3. A. Character education Strategy 4. A. I Love My Life training Strategy 5. A. Graafics (Life coaching)	B. one-on-one counseling B. small group counseling B. whole/small group B. whole/small group B. small group/one-on-one	C. during school day C. during school day C. during school day C. during school day C. during school day

At-risk Services provided by the School Psychologist	Strategy 1. A. After an episode Strategy 2. A. Positive behavior intervention Strategy 3. A. Character education Strategy 4. A. I Love My Life training Strategy 5. A. Graafics (Life coaching)	B. one-on-one counseling B. small group counseling B. whole/small group B. whole/small group B. small group/one-on-one	C. during school day C. during school day C. during school day C. during school day C. during school day
At-risk Services provided by the Social Worker	Strategy 1. A. After an episode Strategy 2. A. Positive behavior intervention Strategy 3. A. Character education Strategy 4. A. I Love My Life training Strategy 5. A. Graafics (Life coaching)	B. one-on-one counseling B. small group counseling B. whole/small group B. whole/small group B. small group/one-on-one	C. during school day C. during school day C. during school day C. during school day C. during school day
At-risk Health-related Services	Strategy 1. A. Health Education Strategy 2. A. Nurse guided workshops	B. whole/small group B. small group/one-on-one	C. during school day C. during school day

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

PS/IS 332 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory

committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 332 will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:
 - At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.
2. PS/IS 332 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Our school will encourage parent volunteers and make every effort to match the experience and the needs of the school.
 - The school will work to assist parents in having meaningful roles in the school. Decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
3. PS/IS 332 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - The school will join parents in providing for the health and safety of our children and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
 - PS/IS 332 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Learning Leaders, Head Start, Oasis, and Leadership by: meetings, parent pot luck sessions, and workshops

4. PS/IS 332 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

5. PS/IS 332 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - i.i. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Literacy and math coaches. Science and social studies cluster teachers will hold informational workshops at PTA meetings about school math, literacy, social studies and science programs; Beginning December, Family Nights will be held- parents and children will be involved in reading, math, science and creative arts activities.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents on the SLT will lead discussion on increasing parental

- involvement; parent coordinator will seek additional parents to join in on various activities.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Inviting to various school functions, visiting their locations
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

School-Parent-Student Compact

School Responsibilities

The School Agrees To:

- Show respect for each student and his/her family and each educator;
- Provide a clean and safe environment, and an atmosphere conducive to teaching and learning;
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards*
- Establish an atmosphere conducive to open, regular communication among educators, students and families;
- Provide educators with the materials and supplies necessary for them to fulfill their obligations for all students and to foster a professional learning community
- Clearly communicate performance expectations to the educators and provide them with frequent and timely constructive feedback;
- Provide clear, frequent and regular communication between students, families and educators; including parent teacher conferences during the months of November and March.
- Provide educators with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's and educator's success with the entire school community;
- Provide opportunities for families to participate in school activities and events by scheduling them at times conducive for families to attend;

- Convene annual meetings for Title I families to inform them of the Title I program and their right to be involved;* Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I and Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the mornings and/or evenings.
- Actively involve families in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide families with information about all school programs;
- Clearly communicate expectations for student performance to the families and provide them with student profiles and assessment results;
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Before and after school; during teacher preparation periods; during parent/teacher conferences.

Time Period	Type of Report	Grade Level
<i>Fall 2011</i>	<i>ECLAS report</i>	<i>Grade 3</i>
<i>Nov. 2011</i>	<i>Report Card</i>	<i>Grades 3-8</i>
<i>Jan. 2012</i>	<i>Report Card</i>	<i>Grades 7-8</i>
<i>March 2012</i>	<i>Report Card</i>	<i>Grades 3-5</i>
<i>Spring 2012</i>	<i>ECLAS Report</i>	<i>Grade 3</i>
<i>April 2012</i>	<i>Report Card</i>	<i>Grades 7-8</i>
<i>June 2012</i>	<i>Report card</i>	<i>Grades K-8</i>
<i>Fall, Midwinter Winter, Spring</i>	<i>Acuity Assessment Reports</i>	<i>Grades 3-8</i>

- Provide families with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between educators, students and families through: parent-teacher conferences during November and March; students progress reports as warranted; opportunities to volunteer and participate in the school;
- Inform families of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
- Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Principal’s Signature Date

The Teacher Agrees To:

- Show respect for each student and his/her family;
- Provide quality teaching and leadership;
- Believe that each student can learn;
- Recognize each student's unique abilities and challenges to help him/her grow to his/her full potential;
- Prepared tailored lessons to meet the needs of each student for student success and achievement;
- Assign homework that is meaningful and appropriate and aligned to the core curriculum learning standards;
- Give each student corrective, constructive and encouraging feedback for academic and behavioral improvement;
- Celebrate each student's success and encourage
- Enforce school and classroom rules fairly and consistently through a behavioral management plan;
- Maintain open lines of communication with the student and his/her family about student progress;
- Provide full and clear classroom expectations to each student and his/her family;
- Provide clear progress reports to the families at reasonable intervals or as necessary to ensure the student and their parents are aware of progress or lack of progress;

Teacher's Signature

Date

Parent Responsibilities

_____ We, as
parents, will support our children's learning in the following ways:

- Show respect for my child, his/her educators and the school;
- Monitor my child attends and ensure that my child arrives to school regularly and on time;
- Ensures that my child wears the school uniform
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, etc.);
- Talk with my child about his/her school activities every day;
- Communicate regularly with my child's educators;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her educators;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Promoting positive use of my child's extracurricular time*
- Be available to assist my child;
- Review completed assignments to check for understanding;

- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures;
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily;
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, School Leadership Team, Parent Teacher Association, or other school advisory or policy groups.*

Parent's Signature

Date

Student Responsibilities

I, _____, agree to:

- Show respect for my classmates, teachers, principals, school staff, families and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Follow the classroom and school rules ;
- Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my family all notices and information received by me from my school every day.

- Agree to attend after school, before school and receive additional support that I need during the school day.
- Work hard to make positive changes in my academic and social life.

Student's Signature

Date

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 23K332 School Name: The Charles Hamilton Houston School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused **Comprehensive**

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) **Not Required for 2011-2012**

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school has been identified for the following areas of school improvement:

3-8 ELA: All Students with disabilities, Black, Hispanic, and Economically Disadvantaged.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - **SINI funds will be used to implement a Saturday Academy Program, to support improved achievement in ELA for Grades 3-8: SWD, Blacks, Hispanics, and Economically Disadvantaged students.**
 - **In order to support the implementation of the Common Core Learning Standards, SINI funds will be used for per session pay during a Summer Academy for teachers to revise and continue the curriculum maps for the 2012-2013 school year. The teachers will be facilitated by the Principal. Revising and aligning curriculum maps to the CCLS will support improved achievement and address the academic area identified.**

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - **10% of Title 1 funds will be used to fund a professional development consultant. Consultant will provide teachers with high quality professional development to address the academic area identified.**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - **All new teachers will be enrolled in the DOE Mentoring Tracking System. Quality mentoring will provide a research based framework of best teacher practices and high quality professional development. School administrators will monitor and track new teacher's ongoing professional development progress through the Mentoring Tracking System.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - **By January 31, 2012, parents will be notified by letter of the school's identification for school improvement. School letter will be translated and distributed into a language parents can understand.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Jean Mckeon	District 23	Borough Brooklyn	School Number 332
School Name The Charles Hamilton Houston Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Mickisha Goss	Assistant Principal Renee Martin
Coach	Coach
ESL Teacher Alla Kuznetsova	Guidance Counselor Cassandra Broadnax
Teacher/Subject Area Lazarine Philbert/ 4th grade	Parent Herminia Reyes
Teacher/Subject Area	Parent Coordinator Elovean Loveday
Related Service Provider	Other
Network Leader Jean McKeon	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	209	Total Number of ELLs	18	ELLs as share of total student population (%)	8.61%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

PS/IS 332, The Charles Hamilton Houston School serves 209 students grades 3, 4, 5, 7 and 8 from culturally diverse backgrounds. Twelve students are English Language Learners(ELL), 10 of them with spanish as their dominant language. One student came from Israel and her first language is Hebrew. The students are served by a cerified ESL teacher.

All parents of the newcomers fill out the HLIS form in their native language. ESL teacher Ms. Kuznetsova, who speaks English and Russian, or IEP teacher Ms. Imbert who speaks English and Hatian Creole, conduct the initial screening admistering HLIS. An informal interview is provided by ESL teacher or IEP teacher with the help of spanish speaking paraprofessionals. Once the HLIS form is completed and reviewed those who are eligible receive an entitlement letter. This letter is given to them immediately after the review. ESL teacher administers the LAB-R for newcomers according to the HLIS results and informal interview. Spanish speaking students who do not pass the LAB-R are given the spanish LAB. In April and May all ELL students have to take the NYSESLAT which consists of listening, speaking and writing parts. All parents of the newcomers who didn't pass the LAB-R receive entitlement letters and an invitation to a parent orientation meeting. The ESL teacher will attempt to hand deliver the letter to the parent if the child's parent comes up to school. If this is not possible, a phone call will be made to the parent. In some cases, the ESL teacher will go to the parent's house to invite them to the meeting. At the meeting, the ESL teacher and parent coordinator show the parent the CD about their rights to chose a program for their child (transitional bilingual, dual language, free standing ESL) and advantages of each program. Parents have a chance to see the video in their native language. With the help of spanish speaking paraprofessionals, the ESL teacher explains to the parents that they have the right to choose any of these programs. Even though the school may not open bilingual classes for now it can be opened once there are 15 students speaking the same language in the same grade or two grades in a row. The parent is told that she also has the right to transfer the child to another school with bilingual or dual language classes and is provided information about such schools. Usually parents fill out the parent survey and parent selection form at the orientation meeting. All these procedures take place during the first ten days of the student registering for school. The original parent survey and program selection forms are then placed in the student's cumulative folder. A copy is also placed in a binder that is kept in the ESL room. The students whose parents prefer ESL services for their children are placed in a class and receive pull out or push in ESL services. Placement letters are given to the parents and entitlement letters are also distributed on a consistent basis to the parents to inform them that their child is still in the program. There is a master list that is housed in the ESL room that contains the names of the students/parents who were sent the letters.

In the past few years review of HLIS and program selection forms show that more than 90% of the parents perfer to have their child remain at PS/IS 332. The program model offered at PS/IS 332 aligns with parents requests. In Fall 2011 100% of newcomer parents preferred the free standing ESL program for their children.

To ensure that all students who need to be tested are tested, we utilize ATS reports. For example LAB-R-NYSESLAT exam history report, the NYSESLAT combined modality report and the BESIS report. The ESL teacher will provide all four parts of NYSESLAT (speaking, listening, reading and writing).

Part III: 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 checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In				1	2	1		1	1					6
Total	0	0	0	1	2	1	0	1	1	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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 special education. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	0	9	0	2	3	0	0	18
Total	6	0	0	9	0	2	3	0	0	18

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3	8	2		2	2					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	0	0	3	9	2	0	2	2	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS/IS 332 does not have a TBE or DL program.

There are 12 ELL students in PS/IS 322. They belong to grades 4, 5, 7 and 8 and have different levels of proficiency. The organization model for ESL is a pull out and push in. The students are grouped according to their respective grades and comprised mixed proficiency levels. The first group includes 4th and 5th graders. The second group has 7th and 8th graders. All beginning and intermediate level students receive 360 min a week of ESL services [90 min block] Advanced level students get 180 min a week [45 min x 4 times a week. There are currently two special education students in the program. They are included in the group of general education students for the duration of the ESL program. These students have bilingual paraprofessionals in the classroom.

There are no SIFE students in PS/IS 332. The ESL teacher uses a combination of approaches and strategies mainly CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response) and different children literature along with content based instruction.

The students are grouped by mixed proficiency levels whereby the more advanced students are able to support and assist the newcomers. There are many instructional materials that are used by the ESL teacher. The ESL teacher delivers math, science, social studies and language arts in ESL lessons and incorporates maps and calendar activities. The list below are the names of the materials being utilized and they contain content area activities:

1. Visions (levels Basic A, B, C) language Literature Content.
2. Spin (levels A, B, C, D)
3. True Stories (beginning, intermediate and advanced)
4. Times for Kids magazine.
5. Story we Brought with Us.
6. Library with reading books various grades and levels.
7. Different kinds of dictionaries.
8. Spanish math textbooks

The ESL teacher conducts meetings with classroom teachers who have ELLs in their rooms. All students who receive ESL services for 4-6 years and long-term ELLs (completed 6 years) are able to speak, read, understand English but have problems with writing. Therefore students who have not passed the NYSESLAT failed because of the writing part of the exam.

For the incoming students, the ESL teacher uses Vision (basic) text books. The ESL teacher also works with the classroom teachers throughout the content areas to assist the students. The ESL teacher uses visual aids during math lessons so that the incoming ELL students can comprehend the math vocabulary. All ELLs who receive service 4-6 years and long term ELLs have proficient levels in

A. Programming and Scheduling Information

speaking and listening. They have not passed the NYSESLAT because they failed the reading and writing sections. To help these students the ESL teacher concentrates her attention to reading and writing. The students read books according to grade level from the library in the ESL room. They write essays and conclusions based on what they have read and based on prior knowledge. The teacher uses Vision, Time For Kids magazine, and Stories we Brought with Us to develop the students reading and writing skills. Students describe pictures as part of the preparation for NYSESLAT.

According to the student's IEP, they are first placed in the ESL program and are then placed with students of the same grade level within the ESL program. The IEP teacher and the ESL teacher meet regularly to discuss any new students that may need to be placed in the program and to review the students that are already there.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

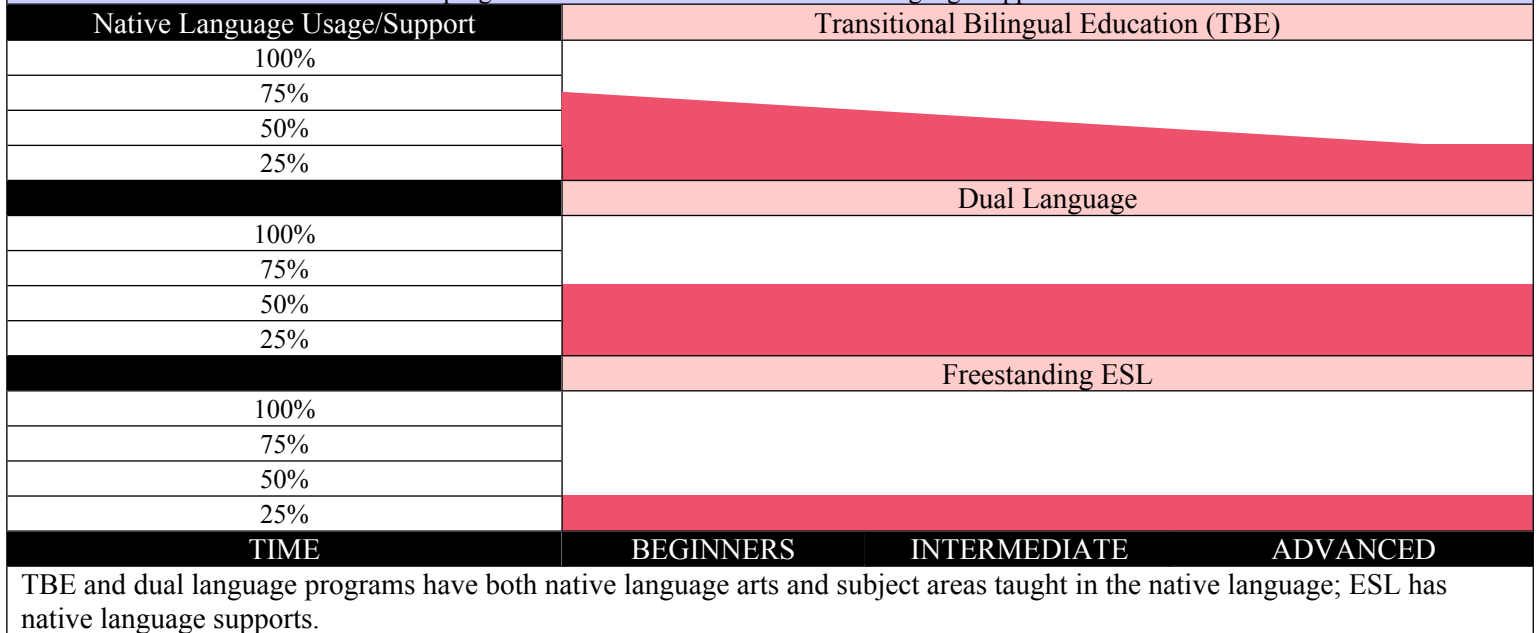
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 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.



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PS/IS 332 offers extended time services for 37.5 minutes on Mondays, Tuesdays, and Wednesdays. All ELL students are included in this program which gives help in ELA and Math. ELL students are also included in academic intervention services (AIS) in ELA and Math. PS/IS 332 gives native language support to ELLs by having spanish speaking paraprofessionals help ELLs in the classroom. The ESL teacher has many dictionaries and posted card in English and Spanish. ELLs can use the Spanish version for the math and science tests. Presently we do not offer language electives for ELLs.

In the area of science, students are given various opportunities in school to have hands on experiences in the lab as well as the classroom. Students attend class trips throughout the year where they can visually experience the subject (in science or social studies). In the classroom, the teachers have access to the Smart Boards which also brings science and social studies to life in the room.

In each classroom, teachers use the Treasures reading program, Everyday Math (in spanish as well), Harcourt Science/ Foss and Harcourt for social studies. In the math lab, students use an online learning tool called Destination Math.

ELL students are supported in the classroom by the bilingual paraprofessional. The ESL teacher has bilingual dictionaries and pictures with spanish titles to assist students.

The ESL teacher forms groups according to their grade levels. Reading books, text books and other resources correspond to their grade levels.

Prior to the beginning of the school year, we do not have access to a list of new students who might need services.

PS/IS 332 will use NYSTL software funds to purchase the Rosetta Stone language program to be used during after school program. The

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PS/IS 332 offers extended time services for 37.5 minutes on Mondays, Tuesdays, and Wednesdays. All ELL students are included in this program which gives help in ELA and Math. ELL students are also included in academic intervention services (AIS) in ELA and Math. PS/IS 332 gives native language support to ELLs by having spanish speaking paraprofessionals help ELLs in the classroom. The ESL teacher has many dictionaries and posted card in English and Spanish. ELLs can use the Spanish version for the math and science tests. Presently we do not offer language electives for ELLs.

In the area of science, students are given various opportunities in school to have hands on experiences in the lab as well as the classroom. Students attend class trips throughout the year where they can visually experience the subject (in science or social studies). In the classroom, the teachers have access to the Smart Boards which also brings science and social studies to life in the room.

In each classroom, teachers use the Treasures reading program, Everyday Math (in spanish as well), Harcourt Science/ Foss and Harcourt for social studies. In the math lab, students use an online learning tool called Destination Math.

ELL students are supported in the classroom by the bilingual paraprofessional. The ESL teacher has bilingual dictionaries and pictures with spanish titles to assist students.

The ESL teacher forms groups according to their grade levels. Reading books, text books and other resources correspond to their grade levels.

Prior to the beginning of the school year, we do not have access to a list of new students who might need services.

PS/IS 332 will use NYSTL software funds to purchase the Rosetta Stone language program to be used during after school program. The after school program will be funded by Fair Student Funding. The goal of these programs are to develop ELLs in English proficiency.

C. Schools with Dual Language Programs

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

N/A

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends ESL workshops and trainings. The school receives information online about conferences, workshops and technical support meetings. The ESL teacher can register online using PD opportunities for educators of ELLs.

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends ESL workshops and trainings. The school receives information online about conferences, workshops and technical support meetings. The ESL teacher can register online using PD opportunities for educators of ELLs. Staff development is an ongoing process. All new incoming teachers receive mandated training in ESL methodology, review of testing accommodation policy and assessment tools for working with ELLs. Classroom teachers receive information about ELLs identification and placement. PS/IS 332 is a school of veteran teachers who have been trained in the past. The ESL teacher is available to work with teachers who need the support when new ELL students come into their classroom. During our weekly PD sessions, the needs of all groups of students including ELLs are being discussed and analyzed.

The guidance counselor is the person who helps students transition from elementary to middle school and from middle school to high school. The ESL teacher assists the guidance counselor with discussing appropriate choices for the students.

Our teachers are veteran teachers and have been previously trained for the 7.5 hours, there are no new incoming teachers to the school.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

As mentioned above, parents of ELLs are given a parent orientation. During the winter and spring Parent Teacher Conferences, the parents of ELLs are strongly encouraged to visit the ESL room. The ESL teacher walks to each classroom to remind teachers to send the parents to her room. The parents have an opportunity to communicate their concerns with the ESL teacher and review their children's folder to get a better understanding of their child's needs and achievements.

Throughout the year, the Parent Coordinator provides activities for all parents in the school including ELLs parents. The activities include monthly meetings, monthly PTA meetings and academic training for parents. Translation services during these meetings are provided by school staff that speak the native language. As of now, the Parent Advisory Council, the PTA and the Principal provide workshop opportunities for parents through various agencies and CBOs. Information from parent surveys and parent meetings are used to provide the suggested workshops as per the parents' needs and requests. Most parents request workshops relating to job/career skill development, resume writing, exercise and nutrition development, and how to assist their children academically. These needs are met by the various community based organizations and various funding sources are used.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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	0	0	0	0	0	0						1
Intermediate(I)		1	0	3	2	0	1	1						8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1	0	0	0	1	3	1	1						7
Total	1	2	0	3	3	3	2	2	0	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			3
4	0	4	1		5
5	0	3			3
6	1	2			3
7	0	2			2
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4	1		4						5
5	1		2						3
6	1		2						3
7	1		1						2
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4				1		5
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Part VI: LAP Assurances

School Name: Charles Hamilton Houston School		School DBN: <u>23K332</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mickisha Goss	Principal		12/19/11
Renee Martin	Assistant Principal		12/19/11
Elovean Loveday	Parent Coordinator		12/19/11
Alla Kuznetsova	ESL Teacher		12/19/11
Herminia Reyes	Parent		12/19/11
Lazarine Philbert	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		12/19/11
	Coach		12/19/11
	Coach		12/19/11
Cassandra Broadnax	Guidance Counselor		12/19/11
Jean McKeon	Network Leader		12/19/11
	Other		12/19/11
	Other		12/19/11
	Other		12/19/11
	Other		12/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 332 **School Name:** Charles Hamilton Houston Academy

Cluster: 2 **Network:** 211

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

Part A: Needs Assessment Findings

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

The following are ways that are used to assess the school's written and oral translation interpretation needs :

- Home language data is reviewed using ATS
- Parents are interviewed
- The annual school report card, demographics information are reviewed

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.

After analyzing our HLS, it was determined that the majority of our families at PS/IS 332 either speak English or Spanish. We identified the fact that we have a small group of Spanish speaking parents in our school who are not fluent enough in English to understand any of the written documentation that is sent. Findings are reported at PTA and staff meetings. A translator is usually made available at PTA meetings, during parent teacher conferences as well as to make calls to students homes when needed. Notices and letter that are sent home are translated so that our parents are aware of the events that occur in the school.

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 services for Spanish-speaking families are provided. Letters and monthly school calendars are printed with the English version on one side and the Spanish version on the other. The written translation services are provided by school staff as well as the Department of Education.

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.

Our goal at PS/IS 332 is to reach and meet the needs of all our parents. We therefore expect to provide oral interpretation services not only during ELL meetings, but also during parent teacher conferences. It is our hope to eliminate any barriers caused by language. As a result, we plan to use teachers, educational assistants and family worker to assist with any and all translation needs. During PTA and parent meetings a translator is made available so that parents can receive valuable information. During these meetings there are discussions of parents bill of rights, safety plan and other instructional and procedural concerns.

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>.

PS/IS 332 intends to provide our parents in need of translation services, flyers, notices, permission slips, consent forms, letters and school calendars in English and Spanish. We expect these forms of communication will be completed by staff and/or trained interpreters. Notice of the availability of translation service will be posted in a visible area within the general office and at the security desk of the school. During PTA and parent meetings a translator is made available so that parents can receive valuable information. During these meetings there are discussions of parents bill of rights, safety plan and other instructional and procedural concerns.