



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ACADEMY OF BUSINESS & COMMUNITY DEVELOPMENT MS/HS 13K336

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K336

PRINCIPAL: SIMONE A. MCINTOSH **EMAIL:** SMCINTO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

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
SIMONE A. MCINTOSH	*Principal or Designee	
CHARISSE NELSON	*UFT Chapter Leader or Designee	
CHERRY ANN RICHARDS	*PA/PTA President or Designated Co-President	
YVETTE SINGLETON	DC 37 Representative, if applicable	
ELI JHUGDEO DANIEL DEL	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
JUAN COLON	Member/UFT	
VACANCY	Member/PARENT	
VACANCY	Member/PARENT	
VACANCY	Member/PARENT	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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 <ul style="list-style-type: none">• Strengthening student writing and curricular alignment with the Common Core Standards.
Comprehensive needs assessment <ul style="list-style-type: none">• Examining and refining curriculum, assessment and instruction that foster writing across all content areas.
Instructional strategies/activities <ul style="list-style-type: none">• Develop performance based tasks in writing that are aligned with Common Core learning standards that show evidence of higher order thinking and rigor;• Strengthen the quality of feedback to students based on a research based rubric that reflects a rigorous writing curriculum;• Provide professional development to teachers in using effective protocols for looking at student work;• Timeline for implementation: September, 2011 – June, 2012.
Strategies to increase parental involvement <ul style="list-style-type: none">• Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;• Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;• Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Administrative staff regularly attend hiring fairs to identify and recruit Highly Qualified teachers;• The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines;• Administrators, Network Instructional Coaches and the Part-Time Staff Developer support probationary, struggling and un-qualified teachers.
Service and program coordination <p>As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:</p> <ul style="list-style-type: none">• Revision/Implementation of school wide curriculum/unit plans to align with higher order thinking/expectations that foster effective writing

across all content areas;

- Ongoing Professional Development with Administration, part time Staff Developer and Network Team Instructional Support Specialists to support Common Core and writing skill implementation.

Budget and resources alignment

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Hiring of an educational consultant and close work with Network Team Curriculum Specialists whose strength lies in Writers' Workshop to support development of year long Units of Study/curriculum maps in all content areas;
- Professional and consumable instructional materials to support curriculum development during the regular school day;
- Teacher reimbursement for outside Professional Development programs related to curricular and differentiated instruction development.

ANNUAL GOAL #2 AND ACTION PLAN

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

- **Strengthening teacher effectiveness.**

Comprehensive needs assessment

- Examining and refining instruction consistent with researched based practices that leads to student academic achievement.

Instructional strategies/activities

- Use of Teachscape classroom walkthrough program to provide frequented feedback to teachers to support rigorous instruction that leads to increased writing in all areas;
- Teacher teams to look at student work through the lens of the Common Core Standards and continue the inquiry cycle to make instructional modifications based on analyzed findings;
- Professional development plan for all teachers based on continuous quality improvement with common vocabulary related to the Danielson framework;
- Administrator-to-teacher and teacher-to-teacher feedback will reflect professional discourse about practice as teachers will have the opportunity to look at best practices through in-house and outside inter-visitation;
- Timeline for implementation: September, 2011 – June, 2012.

Strategies to increase parental involvement

- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attend hiring fairs to identify and recruit Highly Qualified teachers;
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines;
- Administrators, Network Instructional Coaches and the Part-Time Staff Developer support probationary, struggling and un-qualified teachers.

Service and program coordination

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Support teachers to become familiar with and utilize Danielson’s framework for teaching in self-assessment and reflective practice as we continually improve the quality of teaching and learning;
- Ongoing Professional Development with Administration, part time Staff Developer and Network Team Instructional Support Specialists.

Budget and resources alignment

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Hiring of a part-time Staff Developer and close work with Network Team Instructional Specialists to support development in Teacher Effectiveness as it pertains to the Charlotte Danielson framework and NYC Instructional Expectations;
- Professional instructional materials to support professional technique and growth;
- Teacher reimbursement for outside Professional Development programs related to curricular and differentiated instruction development.

ANNUAL GOAL #3 AND ACTION PLAN

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

- **Increase in ELA and Math proficiency on the Middle School Level.**

Comprehensive needs assessment

- Increase in the percentage of students at Proficiency in ELA (currently at 19.4%);
- Increase in the percentage of students at Proficiency in Mathematics (currently at 26.0%).

Instructional strategies/activities

- Conduct content area team planning sessions to construct curriculum and analyze student writing;
- Development of benchmarks and assessments that are aligned to the Common Core Standards;
- Identify bottom third students and create differentiated plans to support their growth and learning which include before, during and after school intensive support;
- Ensure students who have been previously retained can meet the challenges of college & career readiness with appropriate guidance activities that are related to the transition to college;
- Closely monitor the Instructional Education Plan for Special Needs Students to ensure goals are being met and that lessons are modified to meet same;
- Timeline for implementation: September, 2011 – June, 2012.

Strategies to increase parental involvement

- Providing materials and training to help Middle School parents work with their children to improve their achievement level, in Literacy and Math
- Development of bi-weekly Family Education Programs (“*ABCD + EF = “Educating Families”*”);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attend hiring fairs to identify and recruit Highly Qualified teachers;
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines;
- Administrators, Network Instructional Coaches and the Part-Time Staff Developer support probationary, struggling and un-qualified teachers.

Service and program coordination

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Monitoring of baseline, Predictive and Acuity assessments;
- Ongoing Professional Development and Network Team Common Core implementation support.

Budget and resources alignment

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Purchase of Datacation/Skedula management portal to empower teachers to provide instant access to families regarding student academic and behavioral success and challenges prior to receipt of progress reports and report cards;
- Professional instructional materials to support professional technique and growth;
- Teacher reimbursement for outside Professional Development programs related to curricular and differentiated instruction development.
- Regular supports by Special Services team to provide push-in and/or pull out services for struggling students as well as differentiated lesson plan development support.

ANNUAL GOAL #4 AND ACTION PLAN

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 <ul style="list-style-type: none">• High School Credit Accumulation.
Comprehensive needs assessment <ul style="list-style-type: none">• High school credit accumulation and Regents examination credit for grade 8 students, and an increase in grades 10, 11 & 12 for students who are not on track.
Instructional strategies/activities <ul style="list-style-type: none">• Weekly meetings with the Student Support Team to analyze student social-emotional data from academic and behavioral anecdotal logs, and evaluate student progress through Skedula School/Teacher management portal;• Development of Senior Team to monitor Cohort progress and develop/modify action plans to facilitate college and career readiness;• Development of Extended day programs to develop seat time for all students to receive credit (recovery or accumulation) and regents preparatory classes;• Development of Accelerated Mathematics and Science classes to 8th grade students to receive Integrated Algebra and Living Environment Regents examinations and course credits prior to official high school matriculation.• Timeline for implementation: September, 2011 – June, 2012.
Strategies to increase parental involvement <ul style="list-style-type: none">• providing materials and training to help parents work with their children to improve their achievement level and high school graduation requirements;• providing assistance to parents in understanding City, State and Federal standards and assessments;• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attend hiring fairs to identify and recruit Highly Qualified teachers;
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines;
- Administrators, Network Instructional Coaches and the Part-Time Staff Developer support probationary, struggling and un-qualified teachers.

Service and program coordination

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

Budget and resources alignment

As a Non-Title I school, only Tax Levy funds (Fair Student Funding) are available to implement this action plan from September, 2011 – June, 2012 as indicated below:

- Purchase of Datacation/Skedula management portal to empower teachers to provide instant access to families regarding student academic and behavioral success and challenges prior to receipt of progress reports and report cards;
- Purchase of Aventa online credit recovery and accumulation programs to support students getting on track for their graduation cohorts;
- Professional instructional materials to support professional technique and growth;
- Supervisor and Teacher per-session for after-school curricular activities.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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.

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.

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.

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.

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.

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	20						
7	20	20						
8	20	20						
9					33			
10					23			
11					29			
12					16			

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. 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	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • Study Hall Monday – Friday
Mathematics	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • Study Hall Monday – Friday
Science	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • Study Hall Monday – Friday
Social Studies	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • Study Hall Monday – Friday
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • 6th period College Counseling Sessions with Senior Class • Study Hall Monday – Friday
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • 37 ½ minute skills period Monday – Thursday • Study Hall Monday – Friday
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 13K336 **School Name:** ACADEMY OF BUSINESS & COMMUNITY DEVELOPMENT MS/HS 13K336

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.

The Academy of Business & Community Development MS/HS 13K336 ("A.B.C.D.") has experienced a decline in ELA proficiency. Staffing issues were addressed, a part-time staff developer was hired, and professional development in targeted intervention strategies has been ongoing.

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.

Students will receive targeted intervention after-school and/or on Saturday mornings in both ELA and Mathematics. A.B.C.D. was cited for not making AYP in our Black students sub-group in ELA.

Part B: For Title I SINI Schools Only Not Applicable – A.B.C.D. is not a Title I School

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

**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 Varleton McDonald	District 13	Borough Brooklyn	School Number 336
School Name ABCD			

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

Principal Simone A. McIntosh	Assistant Principal Paige East
Coach type here	Coach type here
ESL Teacher Juan G. Colon	Guidance Counselor Marion Madsen
Teacher/Subject Area Dalila Valle Scott	Parent type here
Teacher/Subject Area type here	Parent Coordinator Samantha Dunn
Related Service Provider Tanesha Hunter	Other type here
Network Leader Varleton McDonald	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	8
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	230	Total Number of ELLs	7	ELLs as share of total student population (%)	3.04%
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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. 

1. When a student enrolls at ABCD who has either identified himself or by a parent or a school employee as someone who is unable to communicate in English, the license ESOL teacher will administer the Home Language Identification Survey (HLIS) and the formal initial assessment. The informal oral interview, the HLIS, and the LAB-R (if necessary) will be administered by the licensed ESOL staff member. The licensed ESOL teacher, the school's related service provider, the members of the school's Inquiry Team will evaluate and engage in dialogue after careful review of the NYSESLAT scores. Trends will be identified and shared with the school's subject pedagogues.

2. Once a potential ELL student has been identified by the school, parents will be informed of the program choices available for their child. The contacting of ELL parents will mainly be contacted by mail and phone calls, a task that will be conducted by the ESL teacher on staff, the parent coordinator, or the school's administration. In the case where an ELL home language is unknown by a school staff member, a NYCDOE translator will be solicited to speak with the parent with the purpose of informing them of the options available for their child at the school.

3. Entitlement letters, Parent Surveys, and Program Selection forms will be delivered by the school's Parent Teacher coordinator.

4. Parental choice will be honored when placing ELL students in instructional programs. Parents will be contacted by mail or phone calls. In the case where an ELL home language is unknown by a school staff member, a NYCDOE translator will be solicited to speak with the parent with the purpose of informing them of the options available for their child at the school.

5. Parent Choice has been the trend in the last few years.

6. If the program models offered at our school are not aligned with the parent's request, content area teachers will be provided with support to adequately teach the ELL students in their classes. The school's Inquiry Team will be integrated in this process to ensure that the ELL student is receiving the academic support he needs.

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

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	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	2	0	0	4	0	2	0	0	0	6
Total	2	0	0	4	0	2	0	0	0	6

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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 L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

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?

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 1a. In our school we offer the ESL Pull-Out model because of the small number of ELL students (6 in total) we have registered.
 - 1b. The group will be heterogeneous (mixed grades and proficiency levels).
2. The mandated number of instructional minutes will be provided by the English Language Arts’ teachers and the ESL teacher. The Inquiry Team will be instrumental with ensuring that the school staff is aware of the needs of the ELL students.
3. The ESL teacher will collaborate with the Math and ELA teachers to ensure that they are aware of their ELL students. During these collaborative conversations the ESL teacher will provide Math and ELA teachers with strategies and methodologies used for ELL students. Math and ELA teachers could also support the learning of their ELL students by providing vocabulary listings that would aide the acquisition of English and classroom libraries.
4. By administering informal assessments, diagnostics, and pre and post assessments by the ESL teacher, staff that speaks the native language of the ELLs, or by requesting a NYCDOE translator the school will ensure ELLs are evaluated in the native language.
5. The differentiation of instruction for ELL subgroups will be coordinated by the ESL teacher, the related service provider, the school’s Inquiry Team, the lead Math and ELA teachers, and the school administration.
 - 5a. At this ABCD does not have SIFE students enrolled in our school. In the case when a SIFE student is enrolled we will follow coordinate an action plan that is suitable for such student in accordance with NYCDOE guidelines.
 - 5b. ELL students with less than three years (newcomers) will be given a formal assessment which would enable the school to identify his level of English proficiency. The ELA teachers who teach these particular ELL students will be adequately informed and supported in order to prepare their students for the annual English State tests.
 - 5c. ELL students who have been receiving services between 4 to 6 years will be supported to reach proficiency. Their NYSESLAT exams will be reviewed in order to identify those areas where they need more support.
 - 5d. Long-term ELLs, who are students who have completed more than 6 years, will be supported in their areas of challenge in order to help them in achieving proficiency on the NYSESLAT.
6. At ABCD students are placed in heterogeneous and homogeneous groupings, which changes based on the activity and the acquired skill set of the students. Modifications and scaffolding of instruction and worksheets to build on acquired skill set of the students and to continue to build on what the students are learning. In addition, the introduction of vocabulary and readings on the student’s grade level and then build on it. Examples of such are the “fill in the blank” worksheets with word bank, vocabulary builder with crossword puzzles, the use of words with pictures, and small group review of the whole group lesson.
7. Collaboration of general education teachers, special education teachers, and the ESL teacher will be established to come up with a variety of strategies to meet the ELL and SWD populations. This could be achieved by delivering the same content subject introduced in more than one class for consistency. Inter-visitations between subject area teachers are promoted in order for them to observe what strategies and approaches are implemented for ELLs and SWD students in different classroom settings. Lessons can be reviewed and critiqued after being recorded. The school’s resource room will provide materials and space for teacher collaboration to occur in order to best serve both the ELLs and SWD of ABCD.

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:

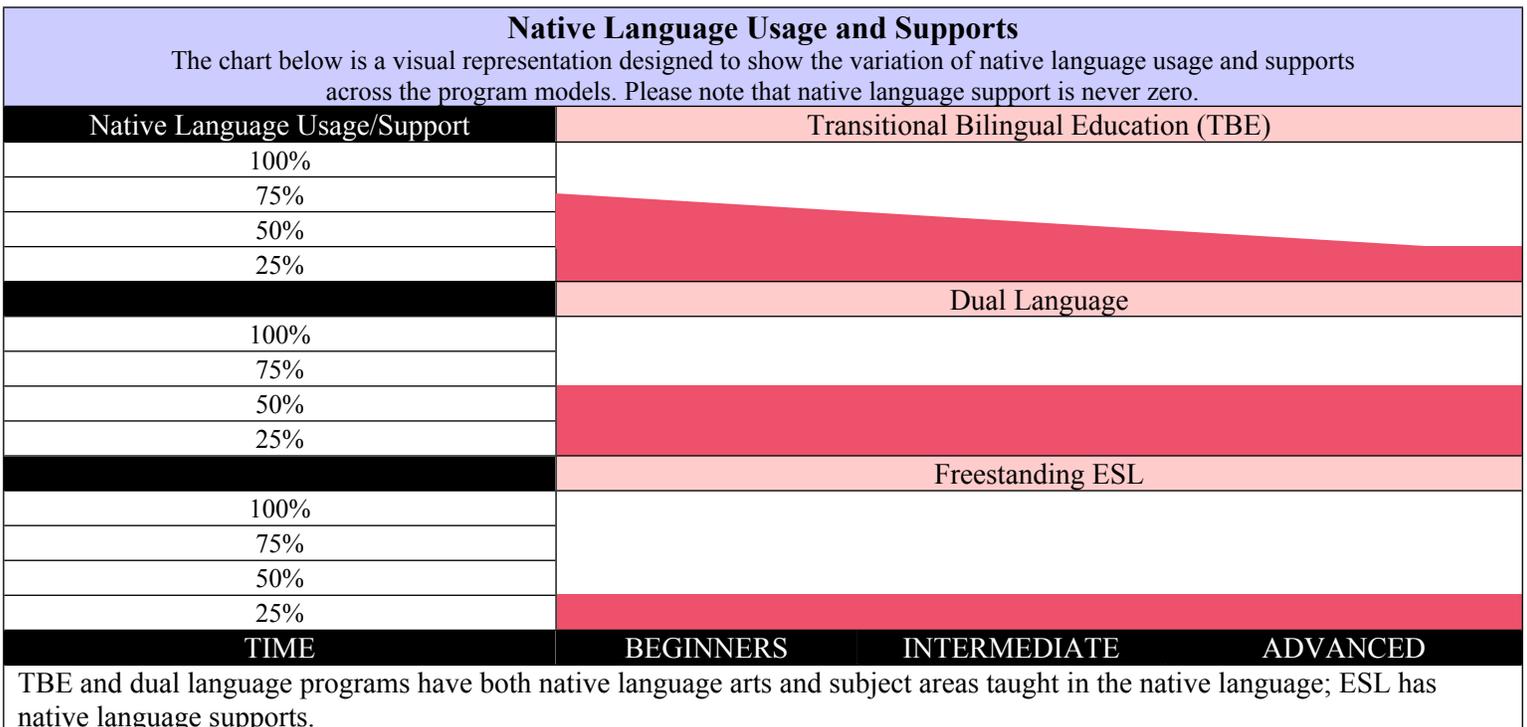
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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?

8. The targeted intervention programs for ELLs in ELA and Math, and other content areas will consist of providing resources such as books and software in the native language of the ELLs in these specific classrooms. In addition, lines communication between the content area teachers and the ESL teacher will be established in order to offer support when concerns arise pertaining to ELL students.

9. Transitional support for ELLs who have reached proficiency on the NYSESLAT will be granted up to 2 years after proficiency has been met and if requested, even after. This will take place by making the content area teachers aware of who these former ELLs are and by extending help and establishing communication with these former ELLs. Tests accommodations will be highly suggested to the content area teachers of the former ELLs in addition to after school programs.

10. The testing accommodations of ELLs will be implemented for not only the mandated assessments but also for the individual content area classes. The communication between the ESL teacher, the content area teachers, and the Inquiry Team will be established to continue to improve the support of ELLs.

11. N/A

12. Correspondence and notifications will be granted to the families of ELLs in their native language when after school and supplemental services will be offered to them in our building.

13. ELLs as well as all students at ABCD have access to laptops and the internet for all their instructional and language acquisition needs. The school building offers wireless internet for all school computers as well as landlines. Students have access to printers for school projects that require internet content to be printed. ELLs could also participate in Study Hall for homework support and assistance with schoolwork material.

14. We would support the native language of our ELLs by having books in the class libraries in their native language. The use of the internet could also play a role in the aspect, by permitting ELLs to search for content in their native language.

15. All instructional materials will be at the student's grade level. No ELL student will have children's books in the target language (English).

16. When required, the school will provide translators, that can be requested through the NYCDOE, during the open house, and addition to the availability of flyers in the native languages of ELLs.

17. At ABCD, we offer all students a Business class, Art, Drama, and foreign language Spanish for all students. ELL students can take these classes which will help them in the acquisition and development of language.

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.

1. Teachers and staff will receive professional development that will help them better gage their support of ELL students. ABCD has established two (2) general faculty and grade meetings per month. In some of these meetings discussion on how to support ELLs will be conducted.

2. In order to support staff in the transition from middle to high school meetings will be scheduled through the school administration and the ESL teacher to ensure that content area teachers are able to track and differentiate instruction for their ELL students.

3. The minimum 7.5 hours of ELL training for all staff as per Jose P. will be coordinated with assistance of the Bilingual and ELL coordinator of the CFN.

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?

1. Parental involvement is encouraged at ABCD. The Parent Coordinator is the staff member who facilitates the communication between student's parents (ELLs included) and the rest of the staff.

2. ABCD has partnered with New York University to conduct an arts and drama program for the entire student population, ELL's included. In addition, New York Cares has also partnered with our school to facilitate students in forming part of the embellishment of the hallways and common areas.

3. Parents express their needs either with the school's Parent Coordinator or the school's administration. Their needs are assessed on a case-by-case basis.

4. Parental involvement is encouraged every single aspect of ABCD. In the past, PTA's have been involved in the organization of academic, social and extracurricular activities as well as for school performances and athletic activities.

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)	0	0	0	0	0	0	2	0	0	1	0	0	0	3
Intermediate(I)	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Advanced (A)	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	0	0	0	0	0	0	2	1	0	2	1	1	0	7

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	1	0	0	1	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	1	1	0	1	1	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	1	0
READING/ WRITING	B	0	0	0	0	0	0	2	0	0	1	0	0	0
	I	0	0	0	0	0	0	0	0	0	1	1	1	0
	A	0	0	0	0	0	0	0	1	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. During early October of 2011, the ESL teacher administered the ELL Periodic Assessment created by Pearson to the six (6) ELLs at ABCD. The results of this ELL Periodic Assessment will be shared with the school leadership and the Learning Team. This

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 13K336		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Simone A. McIntosh	Principal		1/1/01
Paige East	Assistant Principal		1/1/01
Samantha Dunn	Parent Coordinator		1/1/01
Juan G. Colon	ESL Teacher		1/1/01
	Parent		1/1/01
Dalila Valle Scott	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marion Madsen	Guidance Counselor		1/1/01
Varleton McDonald	Network Leader		1/1/01
Tanesha Hunter	Other <u>Related Service</u> <u>Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K336 **School Name:** ACADEMY OF BUSINESS & COMMUNITY DEV

Cluster: 4 **Network:** CFN 408

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

Part A: Needs Assessment Findings

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

Our school currently serves approximately 3% English Language Learners. We have a diverse staff who are bilingual as well as hold dual licensure with a Second Language and ESL; they assist in interpreting for our parent population. For parents who speak other languages we also use our students to translate for their parents. Our office staff ensures that all correspondence is translated into the home language for our ELL parents. Students are partnered with another student who speaks their home language in a buddy/brother system to assist in the transition to a new school.

Additionally, The parent coordinator will survey home language data from ATS to identify translation needs and will work with our in house translators, guidance, PTA Executive Board and review Home Language Surveys to determine the actual need for interpretation services. Whenever there is a need to communicate to parents, translation services will be provided via oral or written methods. The Parent Coordinator and translators will conduct outreach to the families of students identified on the ATS Home Language Report to ensure parents/guardians can read and understand documents and conferences. Translation services will be provided where difficulties in understanding are identified.

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.

Major findings include:

- a. Securing a resource to translate documents into Fulani; we are fortunate to have students and staff who can assist us with Haitian Creole and Spanish;
- b. Providing PTA meetings in English with Fulani, Haitian Creole and Spanish translation services;

c. Enlisting the support of parent volunteers for translation services;

d. Ensuring the Parent Coordinator and Administrative staff report to the school community via memo, email and during faculty/grade conference meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The Administration, Parent Coordinator and office staff will ensure correspondence will be sent to ELL families in both English and their home language. Three staff members have been identified for translation services. Teachers will be encouraged to utilize our translation services for classroom correspondences as well. Documents must be received by translators one week prior to distribution.

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.

Some the staff of The Academy of Business & Community Development speak Spanish and Haitian Creole, so we have access to numerous translators on site. We have asked for the support of our bilingual parent volunteers to assist us with additional in house translation services as they work with the Parent Coordinator and Community Assistant.

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>.

1. Our school will provide each parent whose primary language is a covered language and who require a language assistance services with written notification of theirs regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services;
2. Our school will post correspondence in the main office, Parent Coordinator's Office and Parent Teacher Association space in each of the covered languages indicating the room/office where a copy of such written notification can be obtained;
3. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers;
4. Our school will obtain from the translation and interpretation unit a translation into such a language of the signage and forms required pursuant to section vii of Chancellor's Regulation A-663 and shall post and provide such forms.