Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : _ACADEMY FOR COLLEGE PREPARATION AND CAREER EXPLORATION_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____17K382 _____

PRINCIPAL: DORIS UNGER_____ EMAIL: ___DUNGER@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
Doris Unger	*Principal or Designee	
Claude Atkinson	*UFT Chapter Leader or Designee	
Columban Alexander	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anisah Richards	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Dana Richards-Middleton	Member/ Co-chair	
Desiree Kingston	Member/ Co-chair	
Carol Ottley	Member/Parent	
Medge-Lee Ajani	Member/Parent	
	Member/Parent	
Ngozi Akbar	Member/Teacher	
	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

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

To increase credit accumulation amongst 9th graders and Global Regents pass rate amongst incoming 9th graders

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.

The credit accumulation for 1st year students last year was 68.8% and fell below 50% compared to our peer index.
The Global Regents scores were Jan 2011 – 19% passing;June 2011- 34% passing;Aug 2011 – 19% passing

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.

Redesigning/Realigning Global Curriculum;Development of Double Period Classes for Global Studies incoming 9th graders;Infuse Arts by Team –teaching for Resident Artist supported by Collegeboard;New Teacher hires to teach classes;Teachers attend professional development at Collegeboard; New teacher hires are assigned a mentor;Providing incoming 9th graders with after school tutoring; Incoming 9th graders will take the Global Regents in June 2012 and provide summer school support for students in August 2012 for those students who are unsuccessful in June 2012 Global regents.

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.
- Parents signed a classroom contract and a syllabi for Global class. Global teachers met with parents during our back to school evening to outline the Global/arts curriculum. Teachers and parent coordinator informed parents about students taking Global regents in June 2012.

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.
  The school hired two new social studies teachers whose held NYS certification in social studies grades 7-12. The administration searched on the New Teacher Finder, contacted Teaching Fellows, and attended 3 NYC sponsored Teacher Recruitment fairs.

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.
- Our school has established an after-school program for Global class and Regents tutoring funded by a grant through OYD called Achieve Now.

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.
- Our school has used Fair Student Funding to fund one additional social studies teacher and used per session funding for after-school tutoring.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase the use of technology in instruction, parent communication, and academic intervention/support

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.

Our school's scholarship rate in the 4 core subject areas needs improvement evidenced by the school scholarship report from STARS.

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.

Use 25 Aventa (on line credit accumulation courses) seats funded by the CFN to increase credit accumulation;Create a college office/work technology work space for students;recruit resources from staff at Brooklyn College and Talent Search;Develop teacher leaders to assist students and parents with technical support; Teacher training in administrating labs

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.
- Offer parents classes on the use of technology including Schoology and ARIS
- Presentations during Parent Association Meetings

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.

Any new teachers hired this year were certified in smartboard technology. They are then turn keying their knowledge to other staff during our common planning periods.

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.
- Our credit accumulation can be down in after school through our Achieve Now grant money (OYD). Also our teachers utilize the smartboards in their after school instruction.

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.
- Fair School Funding will be used to purchase smartboards and professional development for teachers; purchase additional computers and laptops;and to hire part time technical support

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To improve teacher effectiveness by developing a shared understanding of instructional excellence

Comprehensive needs assessment

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

In our quality review last year, our school was rated underdeveloped overall and also in statement QR statement 4.1 which involves teacher observations, and 1.2 which involve teacher pedagogy.

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.

Administration will conduct frequent formal and informal classroom observations identifying selected components of the Danielson Framework for Teaching, providing meaningful feedback in order to move teacher along the spectrum of effectiveness;Create a professional development plan;Develop a tool to measure teacher effectiveness;conference with individual teachers to develop goals;develop and train teacher leaders

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.

The SLT will be informed about the Danielson model and what teacher effectiveness is based on.

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.

Any teachers hired this year were selected by their content area and their grade specifications. Our school excessed 6 teachers last year due to licensing issues.

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. OTPS funds will be spent to purchase new computer hardware and smartboards. Our school will use per session funds for teacher professional development and to develop teacher leaders.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase the scholarship rate for the lowest third in our school

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.

On our 2010-2011 progress report, our 9th graders and 11th graders scored below the 50th percentile compared to our peer index, in the lowest third for credit accumulation.

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.

Using our inquiry team meeting to target the instruction for the lowest third;use technology such as on line classroom support for students;provide academic tutoring during lunch and after-school;guidance conferencing and referrals to campus agencies and outside agencies for social and emotional support

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.
  Parental Conferences with guidance counselors, teachers, administration and parent coordinator to review academic data and discuss interventions.

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.
- The selection of teachers for the after school program will be certified in their subject area and grade level by NYS.

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.

Our school will use Achieve Now money to fund the after school tutoring program (grant from OYD).

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.

School will use per session funding from Achieve Now to pay teachers and guidance counselors for services to our lowest third students.

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	# 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	36	29	7	36	50	1	5	3
7	32	22	14	11	50	2	3	2
8	54	43	33	21	60	2	6	7
9	114	46	102	114	105	15	20	15
10	104	65	59	107	100	5	3	2
11	27	12	22	41	40	3	6	3
12	11	10	28	35	40	5	5	2

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	**1. Springboard;Coach; 2. Small Groups and One-On-One tutoring 3. During school and after-school**
Mathematics	**1. Impact Math 2. Small Groups and One-on-One Tutoring 3. During School and After School**
Science	**1. Virtual Labs 2. Small Groups and One-on one Tutoring 3. During School and After School**
Social Studies	**1. Aventa On-line Courses and resources;Castle Learning 2. Small Groups and One-On-One Tutoring 3. During School and After School**
At-risk Services provided by the Guidance Counselor	**Individual Counseling;Group Counseling;Parental Conferences Small Groups and One-on-one Sessions During and after school**
At-risk Services provided by the School Psychologist	**Individual Counseling and Evaluations One on one sessions During school**
At-risk Services provided by the Social Worker	**Individual and Group Counseling Small Groups and/or one on one counseling During school**
At-risk Health-related Services	**Individual and group counseling One on one During school**

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.

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 C. Groll/Cristina Jimenez	District 17	Borough Brooklyn	School Number 382
School Name ACPCE			

B. Language Allocation Policy Team Composition ⓘ

Principal Doris Unger	Assistant Principal Lyndon Charles
Coach Heather Newman	Coach Roberta LeBaron
ESL Teacher Roberta LeBaron	Guidance Counselor Nicola Anderson
Teacher/Subject Area Maureen Stephens/Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Kathleen Riley
Related Service Provider Pamela Washington	Other type here
Network Leader Cristina Jimenez	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	42

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	569	Total Number of ELLs	27	ELLs as share of total student population (%)	4.75%

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.

Upon an ELL student's entry to ACPCE, the accounting secretary distributes the Home Language survey. The parent coordinator, the guidance counselors, and the ESL teacher are informed of an incoming ELL. Within ten days, the LAB-R is adminstered by Roberta LeBaron, a certified ESL teacher. Spanish-speaking students are also given the LAB in Spanish by Ms. LeBaron. Ms. LeBaron will also administer the NYSESLAT in the spring after attending professional development for effective test administration. An informal interview ascertains if the student can answer basic questions about name, address, grade, length of time in the US, and phone number, if the student can understand and use a variety of presnt, past, and future tenses, and if the student has command of phrrasal verbs and idioms. The student also completes a twenty-five question multiple choice-grammar diagnostic and supplies a writing sample.

Parents are informed of the three possible langauge program choices upon registering their child at ACPCE. The materials are provided in other languages. After watching a video describing the three programs, parents make their choice. Freestanding, self-contained ESL classes are the only program choice at ACPCE and parents are informed that a search will be done for a school that has their program of choice if they choose TBE or a Dual-Language program. They would be informed by certified ESL teacher Roberta LeBaron by letter. the letter would be in the langauge they had indicated as their language of choice on the HLIS or the language of choice noted in the admissions process.

Our school offers self-contained ESL classes as the number of sudents of one language and in a narrow grade range grade needed to create a bilingual program is not met. At this time there are no plans to create another program model in addition to self-contained ESL.

RLAT reports from ATS are used to determine which students are eligible for NYSESLAT testing. This data will be cross checked with that of students who have been here less than two years and new admits not yet in the ATS system.

The protocol for distributing the Parent Survey and the Program Selection Forms is the survery and the form are given in the admission process. These records are kept by the guidance couselors who act in conjunction with the certified ESL instructor, Roberta LeBaron to inform parents of their choices, the programs, and program availablility. To ensure parents understand the offererings and their rights, over the phone interpretation is offered.

NYSESLAT and LAB-R scores determine the number of minutes of ESL instruction as per guidelines in CR-154.

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 ○	No ❄	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Self-Contained	0	0	0	0	0	0	1	1	1	1	1	1	1	7
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	3

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									
	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	Total
TBE										0
Dual Language										0
ESL	19	6	1	6	0	1	2			27
Total	19	6	1	6	0	1	2	0	0	27
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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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
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
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							2	1			1	1	1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian								1	2	3	4	3	1	14
French							1					1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1			2		3
TOTAL	0	0	0	0	0	0	3	2	3	3	6	7	3	27

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?

1. How is instruction delivered?

a. The organizational model of ESL at Academy for College Preparation and Career Exploration is the Self-Contained model.

b. The program model is ungraded and homogenous: all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e., beginners, intermediates, and advanced.)

2. How does the organization of our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model?

a. Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL program as per CR Part 154. All beginning students have three 45-minute periods of ESL each day five times per week, thus meeting the requirement of 540 minutes per week for beginning ELLs. All intermediate students have two 45-minute periods of ESL each day five days per week, thus meeting the requirement of 360 minutes per week for intermediate ELLs. All advanced students have one 45-minute period of ESL per day five days a week as well as one 45-minute period of ELA instruction five times per week, thus meeting the requirement of 180 minutes of ESL instruction and 180 minutes per week of ELA instruction. Since the only program model at ACPCE is Self-Contained ESL, NLA instruction is not offered.

3.Content Areas in the Self-Contained Model:

The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and

developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas.

By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum.

All content at ACPCE is delivered in English. Some support in Spanish is given in the ESL classroom. The ESL teacher does not speak Haitian Creole, Arabic, Nepalese, or French, so English is the mode of communication in the ESL classroom as well.

The native language is supported by the availibility of bilingual dictionaries and glossaries, homogenous language groupings, online bilingual resources, bilingual textbooks, and the pairing of a same-language 'buddy'. The ESL teacher, Roberta LeBaron, is also able to provide Spanish interpetation and translation. Students can strenghthen their Spanish and French skills thorugh advanced language classes at ACPCE (for Spanish) and through a partnership with other schools on the Erasmus campus (for French). Students can take a Regents exam in Spanish or French.

4. At this time, the LAB in Spanish is the only first language assessment that has been used this school year.

5. a. Instructional plan for SIFE: Educational interventions are written and implemented for all SIFE at ACPCE. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow him or her to experience academic success. The ESL teacher's lessons will introduce and build upon the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers: Newcomers particiapte in our Balanced Literacy Program at ACPCE. Many newcomers test as beginners on the LAB-R, so they receive three 45-minute periods five times a week. Intermediates receive two such periods, and advanced, one period of ESL and one forty-five minute period of ELA. In ESL class, the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practice in mini-lessons which are followed by group, paired, and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

c. Instructional plan for ELLs receiving 4-6 years of ESL service:

Students receiving 4-6 years of ESL service are identified by the ESL teacher, content area teachers, and guidance counselors using the available student data reports. The teachers and counselors meet to discuss the student's current academic track record and potential graduation date. In addition, most of these ELLs attend after school in order to meet the academic graduation requirements.

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to

A. Programming and Scheduling Information

them that will help them prepare for Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4-6-year ELLs, these students are tracked and discussed on a monthly basis by their ESL teacher, content area teachers, and guidance counselors.

e. Instructional plan for ELLs identified as having special needs: Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ESL classes.

To prepare ELL students for the ELA, there is a great emphasis on reading and writing and there is coordination between the ESL teacher and the ELA teachers to provide support and reinforcement of material being covered in the ELA classroom. There is reading and writing across the entire curriculum at ACPCE.

The plan for all ELLs, regardless of their time in ESL, is to provide academically rigorous material that will give students language development opportunities, reinforce content, and provide reading and writing across the curriculum with the goal of passing their Regents and other exams.

6. Needs are met according to the parameters of each student's IEP. There are no ESl students are ACPCE whose IEP requires bilingual services. At this time, for all students, the content teachers are providing the ESL teacher with topics that need to be reinforced in the ESL classroom and submitting exams to the ESL teacher for translation or paraphrasing into clearer langauge before the exams are administered to the students. A variety of scaffolding techniques is being used, including content area textbooks written for ESL students. In the ESL class, lessons cover reading comprehension, vocabulary development, writing skills, listening, note-taking, delivery of oral reports, and the language of debate in speaking and writing to help support students' progress and success in their content area classes.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native

Courses Taught in Languages Other than English

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. Targeted Intervention Programs for ELLs in ELA, math, and other content areas:

After-school and once-a-week lunchtime tutoring is offered by the content teachers in addition to the Self-Contained ESL classes. Students also have access to peer tutors during the day. These tutors aid the ESL students in their acquisition of of the necessary skills and understanding to be able to thrive in their respective content area classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self-monitor and and self-motivate their own learning and academic progress.

9. Continuting transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; all teachers who instruct in these programs are certified in their academic fields. Afterschool classes are also offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

10. Currently there are no new programs being considered for the upcoming school year.

11. Currently there are no programs or services to be discontinued this year.

12. All school programs, including after-school tutoring and sports teams are offered to all students, including the English Language Learners. Peer tutoring is also available to students who participate in a school activity or on a team but need assistance maintaining the appropriate grade point average to do so.

13. A variety of materials to support ELLs' learning is used at ACPCE. First, we have a classroom library consisting of multiple genres: informational non-fiction, realistic fiction, biography, memoir, historical fiction, poetry, and traditional literature. Secondly, art, music, and and media are intertwined into lessons by way of song lyrics, visual aids, and video clips. Most textbooks come with software for student use and practice. In addition, SmartBoard technology is used across the curriculum. The Pearson Kestone texts series is used for students with a beginning level of proficiency. The ESL teacher provides scaffolding for the content area class texts. When possible, bilingual lessons fom these texts are procured. Bilingual dictionaries and glossaries are also provided in the content classes

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.
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14. Although native language instruction is not offered at ACPCE (apart from Spanish speakers who take Regents

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.
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Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; all teachers who instruct in these programs are certified in their academic fields. Afterschool classes are also offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

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11. Currently there are no programs or services to be discontinued this year.

12. All school programs, including after-school tutoring and sports teams are offered to all students, including the English Language Learners. Peer tutoring is also available to students who participate in a school activity or on a team but need assistance maintaining the appropriate grade point average to do so.

13. A variety of materials to support ELLs' learning is used at ACPCE. First, we have a classroom library consisting of multiple genres: informational non-fiction, realistic fiction, biography, memoir, historical fiction, poetry, and traditional literature. Secondly, art, music, and and media are intertwined into lessons by way of song lyrics, visual aids, and video clips. Most textbooks come with software for student use and practice. In addition, SmartBoard technology is used across the curriculum. The Pearson Kestone texts series is used for students with a beginning level of proficiency. The ESL teacher provides scaffolding for the content area class texts. When possible, bilingual lessons fom these texts are procured. Bilingual dictionaries and glossaries are also provided in the content classes and in the ELS class.

14. Although native language instruction is not offered at ACPCE (apart from Spanish speakers who take Regents and AP Spanish classes), native language support is available. Newcomers are given a same-language-speaking

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

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)?

ACPCE does not have a dual language program.

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

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. All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at the trainings and workshops is shared with all other teachers thorugh brochures and faculty meetings.

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2. Prior to the beginning of the school year, the ESL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school.

3. All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in evey lesson in every subject area. Content are teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students' cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	

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 in the programs and activities is critical to the succcess of the programs and the children. At PTA meetings and at workshops created for parents of ELLs, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as parents of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessments, how to monitor their child's progress, and how to communicate and work with educators. Bilingual faculty will be on hand for interpretation and any materials disseminated will be available in the home langauges of our ELL popluation.

2. The school coordinates and integrates parental involvement program activities with Head Start, Reading First, Even Start, and the Parents As Teachers Program. Participating in activities, such as the parent resources centers, is also highly encouraged.

3. The needs of parents are continually evaluated through communication between the content area teachers, the ESL teacher, the parents, administration, and the parent coordinator. PTA meetings, parent-teacher conferences, and ESL organizational meetings provide ample opportunities for discussion regarding needs of the parents and their children. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents the requirements for graduation and how to evaluate each individual child's progress.

The first organizational meeting for non-English speaking parents and all parents of ELLs is always held at the end of August. Follow-up meetings about graduation requirements, scholarships, the college application process, etc., are held once a month, usually on the first Monday of the month. Bilingual staff is on hand for interpretation and any materials distributed will have been translated into the languages of our ELLs.

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. Targeted Intervention Programs for ELLs in ELA, math, and other content areas:

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After-school and once-a-week lunchtime tutoring is offered by the content teachers in addition to the Self-Contained ESL classes. Students also have access to peer tutors during the day. These tutors aid the ESL students in their acquisition of of the necessary skills and understanding to be able to thrive in their respective content area classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self-monitor and and self-motivate their own learning and academic progress.

9. Continuting transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; all teachers who instruct in these programs are certified in their academic fields. Afterschool classes are also offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

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2. The school coordinates and integrates parental involvement program activities with Head Start, Reading First, Even Start, and the Parents As Teachers Program. Participating in activities, such as the parent resources centers, is also highly encouraged.

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6. Describe how you evaluate the success of your programs for ELLs.

2. The data reveal that the higher the student's LAB-R and NYSESLAT scores, the higher the scores on the Regents; however, the data also show that the ELLs passing rate on exams is far less than that of native speakers in the same grade level. The data show that the ELLs pass only about a quarter of the exams attempted, and the majority of their scores on those exams are within a narrow margin of points above the minimum passing score.

3. These test scores affect the determination of which content classes need scaffolding, differentiation, and alternative assessments and the area of after-school tutoring the students need. ACPCE stresses reading and writing across the curriculum which gives students more exposure to and practice with these modalities, while in the ESL classroom, note-taking lessons and note-taking practice, listening exercises, and discussion, debate practice, and oral report practice help develop and reinforce the listening/speaking modalities. ESL instructor Roberta LeBaron will look at the test data and share the results with guidance counselors and content area teachers.

4. Currently, only only a small percentage of ELLs is passing exams given in English (about 25% of all exams attempted). They achieve very high scores on the "Foreign Language" Regents exams that test their proficiency in their native languages.

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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	1	1		2		5
Intermediate(I)								1			5	3	1	10

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)							2		8	2	1	1	2	16
Total	0	0	0	0	0	0	2	2	9	3	6	6	3	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/Speaking	B								1				1	
	I										1	2	2	1
	A								1	1	2	2	3	2
	P							2		1	2	3	1	
Reading/Writing	B								1	1	1		2	
	I								1			5	3	1
	A							2		1	2	1		2
	P											1	2	

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1				3
8	3		5						8
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	13		1	
Integrated Algebra	21		9	
Geometry	6		4	
Algebra 2/Trigonometry	2		2	
Math				
Biology				
Chemistry	1		1	
Earth Science	8		1	
Living Environment	15		2	
Physics				
Global History and Geography	14		4	
US History and Government	6		1	
Foreign Language				
Other French				3
Other Spanish				2

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

2. The data reveal that the higher the student's LAB-R and NYSESLAT scores, the higher the scores on the Regents; however, the data also show that the ELLs passing rate on exams is far less than that of native speakers in the same grade level. The data show that the ELLs pass only about a quarter of the exams attempted, and the majority of their scores on those exams are within a narrow margin of points above the minimum passing score.

3. These test scores affect the determination of which content classes need scaffolding, differentiation, and alternative assessments and the area of after-school tutoring the students need. ACPCE stresses reading and writing across the curriculum which gives students more exposure to and practice with these modalities, while in the ESL classroom, note-taking lessons and note-taking practice, listening exercises, and discussion, debate practice, and oral report practice help develop and reinforce the listening/speaking modalities. ESL instructor Roberta LeBaron will look at the test data and share the results with guidance counselors and content area teachers.

4. Currently, only only a small percentage of ELLs is passing exams given in English (about 25% of all exams attempted). They achieve very high scores on the "Foreign Language" Regents exams that test their proficiency in their native languages.

This information is used by leadership and the teachers to decide the content areas where ELLs require the most support and how they can be best supported, to design alternative assessments, and to determine the need for and amount and type of differentiation.

The first language is used on some translated tests that are given for periodic assessments.

6. Success for the ELLs this year will be evaluated by the increase in the number of Regents and state-wide tests passed over last year's results, the number of tests taken in English (versus the native language) and passed, the number of content-area classes passed by the ELLs, the increase in NYSESLAT, Regents, and statewide test scores.

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: ACPCE		School DBN: 17K382	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doris Unger	Principal		11/14/11
Heather Newman	Assistant Principal		11/14/11
Kathleen Riley	Parent Coordinator		11/14/11
Roberta LeBaron	ESL Teacher		11/14/11
	Parent		11/14/11
Roberta LeBaron	Teacher/Subject Area		11/14/11
	Teacher/Subject Area		
Hyacinth Rowe	Coach		11/14/11
	Coach		
Nicola Anderson	Guidance Counselor		11/14/11
M. Cristina Jimenez	Network Leader		11/14/11
Lyndon Charles	Other Assistant Principal		11/14/11
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 17k382 **School Name:** Academy for College Preparation and

Cluster: _____ **Network:** 406

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.

Data regarding the school's tanslation and oral interpretation needs will to gathered by:
interviewing guidance staff
reviewing data on the home language survey
use bilingual staff members to facilitate an interview process with the student's parent/guardian upon registering to the school

The information will drive the strategies used to provide timely information to parents including using appropriate codes when generating report cards that will result in report card comments in Spanish for example; School messenger, our automated telephone system, can be adjust to leave messages regarding attendance in various home languages. Also, interpreters can hired to facilitate conversation between parents and teachers on open school night, Parents Association meetings and other school gatherings.

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.

The school's primary written and oral interpretation needs are:

The translation of transscripts form other countries
The timely translation of written documents to parents
To provide in-house translation to parents of lesser common languages

The needs of these students and their families are discussed and shared out during common prep periods, weekly guidance lead conferences,

weekly vertical team meetings, and monthly faculty 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.

Bilingual staff members will provide translation for materials distributed to parents. Many of the documents are available on the DOE website and the school will printed out any of these documents for parents and their families. A document routinely distributed to parents is the NYC Student Discipline code which we download and print for them to take home.

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

Oral interpretation will be provided by bilingual staff members. We also rely on the DOE Interpreter's Service to provide oral translation.

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.

When students enroll, they are given a Home Language Survey to complete. The school will provide translation of written material sent home as indicted in the survey. Parents are informed that they are entitled to oral and written translation of material and information. Bilingual faculty members and Interpretation Services are provided to students/parents of households where English is not the home language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: ACPCE	DBN: 17K382
Cluster Leader: C. Groll	Network Leader: Cristina Jimenez
This school is (check one): ❄conceptually consolidated (skip part E below) ✪NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✪Before school ❄After school ✪Saturday academy ❄Other: weekly Tuesday tutoring during lunch period
Total # of ELLs to be served: 27 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ✪3 ✪4 ✪5 ❄6 ❄7 ❄8 ❄9 ❄10 ❄11 ❄12
Total # of teachers in this program: 43 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 42

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: The report cards and midterm progress reports of the ELLs reflect that the students are not completing their homework assignments. Because they are not reviewing and practicing new material, they are failing many of their content courses. Being ELLs with a home language other than English, their parents may not be able to assist them in completing and checking assignments. Certified ESL instructor Roberta LeBaron will conduct a twice-weekly afterschool homework help class. On Tuesdays and Thursdays during ninth period, students will receive any support needed to comprehend and complete their assignments. The homework help is available to ELLs in grades six through twelve. The languages of instruction will be English and Spanish. The materials will be content class texts and support materials created by the teacher. Dictionaries (bilingual and English-only created for ELLs), bilingual glossaries, and bilingual materials that can be procured in Spanish, Haitian Creole, French, or Arabic will also be used as needed. The course will run for sixteen weeks. Parents will be informed by a letter home that will be translated into the students' home languages. The content area teachers will be informed of the classes during the common planning periods so that they can refer students to the classes. During ESL class, the students will be informed of the homework help classes. The students participating will complete a questionnaire to assess their greatest areas of need.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: The homework help class will be taught by Roberta LeBaron, a certified ESL teacher. Ms. LeBaron will continue her professional development by attending PD opportunities that target the ELL population and/or focus on ESL methodology. All teachers of ELLs at ACPCE attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at the trainings and workshops is shared with all other teachers through brochures and faculty meetings. Prior to the beginning of the school year, the ESL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school.

Part C: Professional Development
All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in every lesson in every subject area. Content area teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create and interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students' cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Certified ESL teacher Roberta LeBaron is meeting the parents of each ELL in a family conference at school to initiate parental involvement and to initiate and foster a good parent/teacher/school relationship. During these conferences, parents are informed of upcoming meetings and programs for parents of ELLs. The parents' best availability for meetings is also ascertained so that the meetings can be scheduled when the greater number of parents can attend and to stagger the schedule between days and evenings so that more parents are available to attend. The topics af the parent meetings will include, but are not limited to the following: graduation requirements, school support services offered, Regents exams and state testing, fostering literacy at home, and using community resources (museums, art exhibits, zoos, performances, and parks) to provide valuable learning experiences. Parents will receive a letter informing them of the meetings and the topics in English and in their home language. Ms. LeBaron can provide Spanish interpretation. Parents can indicate on their rsvp if they could like interpetation available in other languages. Staff at ACPCE and on the Erasmus campus can provide interpretation. The goal of these meetings is to help parents feel informed of and comfortable with school requirements, policies, and procedures, their rights and choices as a parent of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessment, how to monitor their child's progress, and how to communicate and work with educators.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		