



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN ASSEMBLY ACADEMY OF ARTS & LETTERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K492

PRINCIPAL: ALLISON GAINES PELL **EMAIL:** _____AGAINESPELL@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: BARBARA FREEMAN

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
ALLISON GAINES PELL	*Principal or Designee	
GRAEME SIBIRSKY	*UFT Chapter Leader or Designee	
NADINE JERVIS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MINDY GIRAUD	Member/UFT	
DEREK CRADLE	Member/UFT	
MELISHA JACKMAN	Member/UFT	
LISA PHILLIP	Member/PARENT	
DIONNE GRAYMAN	Member/PARENT	
JOHN O'REILLY	Member/ADMIN	
SUSAN POTTINGER	Member/PARENT	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1- Improve teaching practice and student learning through documentation of learning

- 10% increase in teachers agree or strongly agree on LES about instructional feedback question
- Provide frequent informal feedback to 100% teachers
- All vertical teams conduct inquiry projects that have positive gains for students evidenced by data chosen for projects
- 100% teachers receive at least three professional dialogue meetings focused on their individual learning goals, as measured by student thinking time.
- Improve overall achievement in performance and progress by 3% for ELA and math

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 Learning Environment Survey from 2010-2011 revealed a need to increase the quantity and quality of the feedback that we give to our teachers. We hope that the continued professional dialogue meetings and more frequent and brief classroom visits will have teachers feeling better supported, seen and heard.
- From the 17 of the 25 end of year professional dialogues conducted at the end of last year we learned that teachers are very curious to find ways to increase thinking time in group work activities. This pushed us to look for ways to better document what happens in group work and who and how students participate.

Instructional strategies/activities

This year, we will be deepening our work on thinking by focusing on documentation of student thinking. During our PD this summer, we introduced a “listening record.” Each vertical team will devote one inquiry cycle on the use of documentation to better capture events, questions, conversations, and acts that provoke and advance learning over time. We believe that this will help us to better meet children where they are rather than where we think they are. Our vertical teams will also develop and run our professional development focused on thinking minutes and documentation of learning in our faculty meetings once each month; all teachers will share new strategies for listening and documentation of learning once each month. We will be coaching teachers through this, incorporating it into our professional dialogues that we have three times a year, and focusing our conversations around it. We will also be making shorter, more focused visits – as we did last year – and focusing in on the moves teachers make to increase thinking (eg. How groups share out, how thinking is demanded from all students – or not). This is in line with the (Danielson) Marzano framework, and focused on the question of engagement with the material, as well as teacher moves to break down time to increase learning.

Strategies to increase parental involvement

- First Fridays have begun at Arts & Letters this past month. We invite parents of elementary and middle schoolers into the classrooms to highlight specific practices that we are working on. One such practice is Unison Reading which has the documentation of the breaks or breaches in the reading process central to its system. Parents have come in to see how this practice lives in the K and 1st grade classrooms.
- The SLT is currently planning a presentation for the PA of some of the listening records that teachers have developed and used to show how this practice is used and the story that it tells of learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- To continue to build and maintain our collegial culture there needs to be multiple systems for giving and getting feedback. Our teachers expect and welcome the feedback systems we have at Arts & Letters. We hope that making improvements to the professional dialogue and focusing on stated curiosities like group work means we are responding well to the feedback that we have gotten from them. We feel that the best teachers are great listeners. We feel that the focus that we have on the listening record is an indicator of a strong professional learning culture that would be attractive to highly qualified teachers.

Service and program coordination

N/A

Budget and resources alignment

We invested time and money into the PD this summer, into developing an improved professional dialogue worksheet that better shows where teachers are and want to be, and in identifying an instructional focus. We also spent funds to give the K and 1st grade teachers better grounding with the Unison Reading practice. We also spent funds to give special education teachers time to plan this summer for more intensive stations and remediation for struggling learners. Many books and resources were purchased during last year for this year, as we do not have funds for books this year. We continue to pay vertical team leaders and grade leaders per session for their time and for weekly meetings with school leadership to plan faculty meetings and lead grade leader meetings. This comes from job numbers GIOV4, GHGUL and line GIDUX.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Improved collection and use of data to drive instruction

- Implement Richer Picture in K, 1, 6, 7 and 8th grades and have multiple pieces of work with rubrics for each student uploaded every semester. At least three of these pieces track the students' progress in Key Cognitive Strategies
- For Humanities and math vertical teams use at least two formative and two predictive assessments, organize and share the data into our web based grade book Jupitergrades and Google Docs.
- Conduct bimonthly data reviews in grade teams

Comprehensive needs assessment.

From our 2009-2010 Quality Review an area of improvement for us to work on was to formalize and refine our systems of tracking and reviewing progress in student learning, particularly with specific subgroups. Additionally we have been planning assessments and deciding in vertical teams what data would tell us the best and most comprehensive story of learning. The math and Humanities teams in particular will be utilizing standardized and home grown assessments to better adjust our practice.

Instructional strategies/activities

All teachers at Arts & Letters create projects that we call Exhibitions. Exhibitions are demonstrations of the knowledge and skills (i.e. use of transitions, use of evidence to support a claim, the development of a logical argument and the organization of an essay) that students have learned throughout a given unit. Each exhibition has a rubric and is aligned with three or more of five key cognitive skills (KCS)- problem solving, research, reasoning, precision and interpretation. This year the exhibitions and the data from the rubrics will be uploaded to the web based platform called Richer Picture. In preparation for our twice a year Roundtables presentations of learning which we have at the end of each semester, students choose one exhibition from ELA and write a rationale as how they have met the criteria for the assessment's required key cognitive strategies. This rationale and the 1st and final drafts of the exhibitions are then scanned into a PDF file and uploaded to each student's account on Richer Picture. Parents have access to their child's Richer Picture account. All of the work is uploaded by February and June.

Richer Picture allows us to create aggregate data reports based on specific elements of the key cognitive strategies Each student's performance is tracked on the KCS continuum which is on Arts & Letters' Richer Picture web site. More importantly, it will allow us to efficiently explore the ways in which we are assessing student mastery of the key cognitive strategies, and what it is that defines an Arts & Letters' student. Furthermore, it will serve as a unifying throughline from Kindergarten to eighth grade, allowing students, parents, and teachers to observe, assess, and celebrate learning across the school.

What follows is a description of how the ELA and math vertical teams will capture and organize data from each of the formative and predictive assessments that we will and have conducted this year. It is organized by assessment and provides information about how, where and by when.

Formative:

- ELA-Gates-MacGinitie- After completion of the assessments the ELA teachers at each grade level score the assessments and enter the results onto Jupitergrades, the web based grading program we use at Arts & Letters to allow students and families to monitor grades and the Google Docs organizer that the ELA vertical team uses. All of the results should be entered within one week of the assessment dates in September and February.
- Math- Key to Tracker- Using the Key To book series Decimals, Fractions, Percents and Algebra students take online assessments that are given on completion of ten page increments in the workbooks. Data for each student and his or her progress is online and listed by class. The assessments are given often and at the pace by which the student moves through the workbooks.
- ELA- Claim/Evidence/Support- The ELA vertical team meets each week and during the three weeks that follow the implementation of the essay response to non-fiction reading taken from old state tests the teachers will score the assessments and input the information into Jupitergrades and the Google Docs organizer that the team uses. The data should be entered by Late November or early December and late April.
- Math- Our network's DYO 2-pen and story problem assessments- The 2-pen assessments are given with each unit and help our teachers determine thinking in mathematics. It demonstrates what students can do with automaticity and where they are to make connections and generalize their thinking. The story problems are given twice a year and show teachers how students are problem-solving where they are on the "landscape" in different operations and what strategies and models they are using to solve problems. Data for both assessment types are accumulated in an Excel spreadsheet.

Predictive:

- ELA and math state test simulations- After the simulation the multiple choice results will be inputted into the Google Docs organizer that the ELA vertical team uses. The results will then be analyzed to link the assessments to instruction. We imagine that the results will take about two weeks to compile and will be done by the end of March.

Strategies to increase parental involvement

- We are involving the Parent Association in the upload to Richer Picture process, especially with our K and 1 students. We will also have a couple of PA how to workshops about Richer Picture. We are excited by the prospect of having nine years of uploaded work and video for our Kindergarteners.
- For the first time this year our Roundtables will be mostly free of paper. This twice a year public display of learning brings lots of parents into the classrooms. The work presented will mostly be taken from the portfolios on Richer Picture and shown on laptops and digital projectors.

Strategies for attracting Highly Qualified Teachers (HQT)

Small schools have led the push toward more fully assessing student learning and understanding through portfolio requirements. Along with this holistic endeavor have come obstacles, especially in compiling, maintaining, storing, sharing, and most importantly assessing and using portfolios. Arts & Letters is confronting these obstacles with a digital portfolio system that over time will change and deepen teachers' conceptions of what quality work looks like for seven or ten or thirteen year olds. The possibilities of instantly pulling up a given student's work at multiple points over his or her time at our school and see the areas of progress and improvement is very exciting. We think that this system will attract thoughtful and

dynamic teachers.

Service and program coordination

- N/A

Budget and resources alignment

We purchased the Key to Tracker from last year's budget, as well as one copy per child of each of the many subject areas for math from Key Curriculum Press. We use weekly meeting times for teachers to develop inquiry projects and examine one another's practice. These are part of expectations we have of teachers in our school.

We conduct data analysis in our grade leader meetings each week.

We used parent raised funds to support our Richer Picture digital portfolio system (job XRSL).

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 Increase student engagement and compassion in a K-8 school

- Increase the number of thinking minutes by ten percent through our defined tool for measuring listening and documentation
- 10% increase in students responding that students treat each other with respect
- Morning meeting and circle of power and respect routines consistently implemented throughout the school
- Promotive behaviors in group work increased as evidenced by listening records kept by all teachers
- Lunch and recess behaviors are documented using flip books and Inappropriate Speech and Play Fighting Tracker, compiled and used by Student Life and grade teams
- Advisory conferencing will happen three times a year with social-emotional and academic goals established

Comprehensive needs assessment

- The development of a K-8 school was partly a decision to take advantage of the possible ways that inter-age activities can promote greater empathy and compassion in our learning community. The urgency to work on this was made more apparent from a number of lines from the Learning Environment Survey.

Instructional strategies/activities

- We will again conduct a PD with Rhonda Bondie from Atlas Learning Communities, focused around the establishment of record keeping structures that connect to careful observation of group processing and thinking routines, during the summer
- Increase in promotive group behaviors through the establishment of and maintenance of these expectations by teachers and the documentation of group processes by teachers using the Learning Record and Unison Reading records
- Advisory conferences will be conducted three times a year for every child, suspension worksheets, and communications protocols will be implemented
- Observations will focus on maximizing thinking minutes and the documentation of group processing
- We will purchase document projectors for all teachers so that student work can be shared and used for learning
- Our vertical teams will develop and run our professional development focused on thinking minutes and documentation of learning in our faculty meetings once each month; all teachers will share new strategies for listening and documentation of learning once each month
- Lunchtime procedures will reflect Responsive Classrooms training and will be thought of as a class for social learning
- Special educators have been and will develop projects in modules will be created to provide extra support and engagement

Strategies to increase parental involvement

- The Office of Student Life has and will continue to do workshops with the PA that were started last year on bullying.

Strategies for attracting Highly Qualified Teachers (HQT)

- N/A

Service and program coordination

N/A

Budget and resources alignment

- Every teacher is an advisor and has time in their schedule for advisory. They also create and distribute conference forms, which we now have online as part of JupiterGrades, an online grading company, which we paid for from PA funds as well.
- Our student life team is comprised of a director of student life, a guidance counselor, parent coordinator. These individuals are directed to be the custodians of the culture and the care we take for students.
- We purchased document projectors from last year's budget in the spring.
- Our teachers participated in professional development before school started focused on thinking minutes and documentation.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A	3		1	
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	18	7	3		2			
7	22	8	5		3		1	
8	16	6			6			
9								
10								
11								
12								

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
<p>ELA</p>	<p>School day: Our reading specialist pulls a number of times a week with groups of 3-4 and works with Wilson, Word Work, reciprocal teaching, vocabulary building, and other strategies throughout the year. She works with 34 students in grades 6, 7 and 8.</p> <p>Extended Day: We provide extended support on Mondays and Wednesdays for students who need extra help in reading and writing. This is taught by several members of our Humanities team.</p> <p>Afterschool:</p> <ul style="list-style-type: none"> • Reading Lab: On Tuesday and Thursday afternoons seven special education and ELA teachers instruct small groups of 3-4 students each in Wilson, Word Work, reciprocal teaching, vocabulary building, and other strategies throughout the year and during the summer. The total number enrolled is 25. All students who have a Level 2 or lower on the ELA test are invited to be a part of this program. • Citizen Schools: We enroll many students who are in need of support in Citizen Schools which we feel extends our learning day from 3:10 to 6:00. Much literacy support is given to the 150 middle school students that are currently enrolled in this program.
<p>Mathematics</p>	<p>School day: During lunch our math teachers provide extended support for students who need extra support in math.</p> <p>Extended day: Based on predictive assessments a targeted group of 7th and 8th grade students work with math teachers on Monday and Wednesday afternoons during extended day time. Students are identified if the ACUITY assessment predicted they would score a one or low two.</p> <p>Afterschool:</p> <ul style="list-style-type: none"> • Math Lab: On Tuesday and Thursday afternoons three special education and math teachers instruct small groups of 4-5 students each in Great Leaps, Key To, and mathematical problem

	<p>solving. The program serves 15 students who have a Level 2 or lower.</p> <ul style="list-style-type: none"> • Citizen Schools: We enroll many students who are in need of support in Citizen Schools which we feel extends our learning day from 3:10 to 6:00. Much support in math is given to the 150 middle school students that are currently enrolled in this program.
Science	<p>Science Support: Our science team provides support on Mondays and Wednesday for drop in to support students in need or who are asked/mandated to attend.</p> <p>Sisters in Science is an extended day program for 7th grade girls.</p>
Social Studies	<p>Social Studies: Extended Day: We provide extended support on Mondays and Wednesdays for students who need extra help in reading and writing in social studies. This is taught by several members of our Humanities team.</p>
At-risk Services provided by the Guidance Counselor	<p>At-risk Services Provided by the Guidance Counselor: Our guidance counselor sees students individually or in groups who are at-risk and who need intervention, due to an incident or ongoing need.</p>
At-risk Services provided by the School Psychologist	<p>On an as needed basis.</p>
At-risk Services provided by the Social Worker	<p>On an as needed basis.</p>
At-risk Health-related Services	<p>On an as needed basis.</p>

**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 Alison Sheehan	District 13	Borough Brooklyn	School Number 492
School Name type here			

B. Language Allocation Policy Team Composition

Principal Allison Gaines Pell	Assistant Principal John O'Reilly
Coach type here	Coach type here
ESL Teacher N?A	Guidance Counselor RJ Weaver
Teacher/Subject Area Rebecca Ballantine	Parent Nadine Jervis
Teacher/Subject Area type here	Parent Coordinator Sue Bobb
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	425	Total Number of ELLs	4	ELLs as share of total student population (%)	0.94%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Choices are made available in multiple languages. Should a parent choose to send their child here who requires ESL services, the following steps are taken:

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and parents can visit classes at the Arts & Letters as well as visit classrooms with the various programs.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #

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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1						2	1					4
Total	0	1	0	0	0	0	0	2	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	2	Special Education	1
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Currently, Arts & Letters implements an inclusion English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency as soon as possible. Goals of the program include:

To amplify the literacy and academic skills of ELLs who participate in our program

To incorporate recognized and researched based ESL instructional strategies across content subject areas.

To give students the skills to perform at city and state grade level in all subject areas

A. Programming and Scheduling Information

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Currently, we are working to gain licensure for one of our teachers in English Language Learners, and would work alongside the content area teachers to ensure a high quality program. Specifically, we utilize the following practices:

- Collaborative planning between teachers.
- Scaffolding is an essential part of the instructional delivery, and we use the “gradual release of responsibility modeling, following the trajectory: “I do it—we do it—you do it together—you do it alone!”
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

As a small school, our grade teams take extra time to look at the needs of individual students and discuss their needs. In particular, were we to have ELL students, we would need to make sure that these students received extra time for focus, inclusive of the presence of the ESL certified individual.

In addition, we ensure that all ESL students are enrolled in our Reading Lab, which is a reading intervention program that uses small group instruction and individualized instruction.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction across the curriculum. This includes the use of high interest / low level texts. Our classrooms are stocked with a variety of texts for this purpose, and our Learning Specialist provides targeted pull out and push in services. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Courses Taught in Languages Other than English ⓘ

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

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

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

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

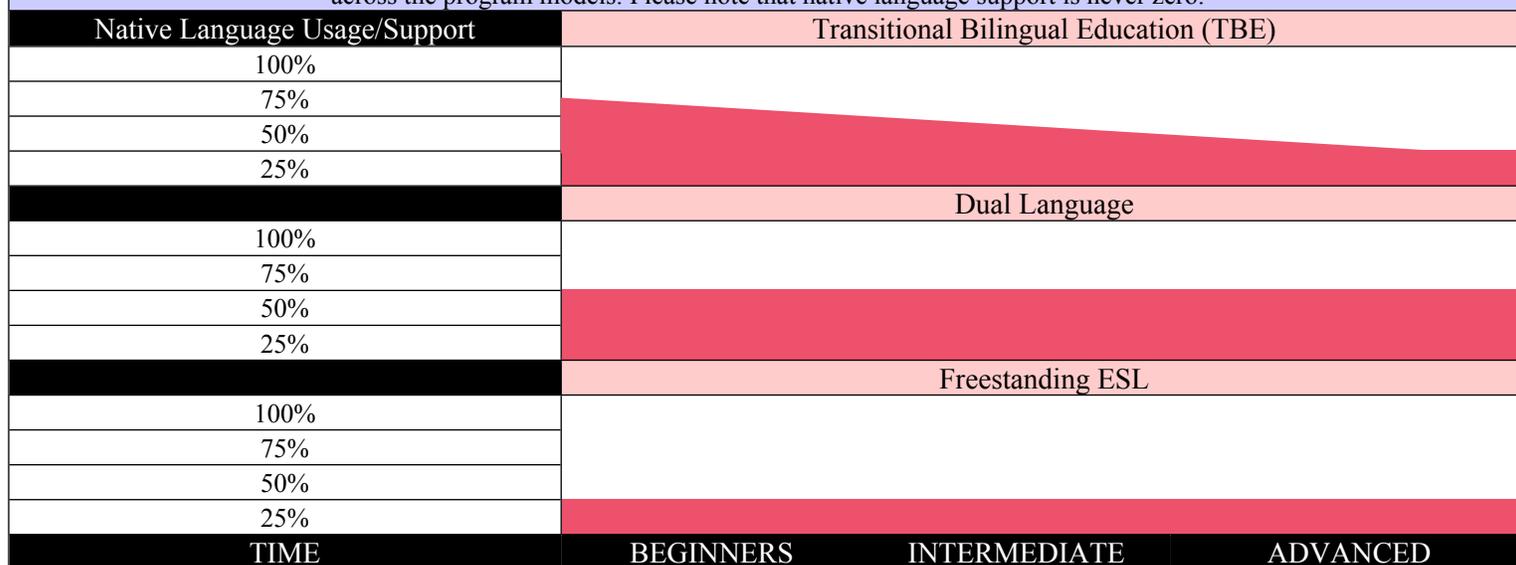
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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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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?

Each week, every Humanities class has stations, designed for differentiation for all students. We also have small pull out classes for students with specific needs for remediation. these classes are 6 or fewer students. In addition, we have a "Reading Lab," designed to support literacy acquisition. This is an intensive five week summer program and then a 2x/week program during the year. These are offered at all grade levels.

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)?

Paste response to questions 1-5 here

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.

Currently, we do not have a licensed teacher, but we are working on gaining licensure for a teacher to co-teach with our core teachers. Our instructional focus this year is around thinking minutes, and using various strategies to maximize thinking time for every child. We are also calling on the support of our ELL specialist to help our grade teams learn new strategies for ELL students.

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?

In order to support learning and foster community involvement, we use our funding to create supplementary programs for struggling learners in our school. As our ELL population grows we will begin to include ELLs and their families into the following programs:

- Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.

E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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- Parent Workshops: We offer parents workshops on a wide range of issue from media literacy, to economic literacy, to computer classes, to ways to talk to their daughters about difficult issues. When necessary we can have a translator on site for parents.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including Freestyle Friday, Roundtables, SummerFest, Honor Roll Breakfasts, and PTA meetings.
- Translation and Interpretation Services: Among the documents we have made available is the school's brochure, and letters home. Additionally, interpretation services are available on a daily basis help in communication between school staff and parents

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
Intermediate(I)									1					1
Advanced (A)								2						2
Total	0	1	0	0	0	0	0	2	1	0	0	0	0	4

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

NYS ELA

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

We are using this data, as well as classroom-created data, to assess our students' progress constantly. For this reason, all three students have been identified for further intervention, and we will continue to assess their progress. We are utilizing the strengths of our network support person to help our teams address the reading, writing, speaking and listening needs of our students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Arts & Letters</u>		School DBN: <u>13K492</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Allison Gaines Pell	Principal		1/1/01
John O'Reilly	Assistant Principal		1/1/01
Sue Bobb	Parent Coordinator		1/1/01
Maria Della Ragione (network)	ESL Teacher		1/1/01
Nadine Jervis	Parent		1/1/01
Melisha Jackman	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
RJ Weaver	Guidance Counselor		1/1/01
Alison Sheehan	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k492 **School Name:** Arts & Letters

Cluster: 1 **Network:** 102

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.

At the beginning of the year, using the Home Language Survey, as well as advisors' assessments of student's home languages, we assess how many and in what languages of services we will need. We take advantage of DOE services and Google services for translation.

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.

We usually have a small number of spanish speakers. This year, we also have one French speaking student.

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.

Our grade reporting system automatically provides spanish translation when requested. We use School Messenger, which also has a translation feature. Additionally, our written materials are translated into two languages this year for spanish and french speaking families. When necessary, we take advantage of the DOE translation resources for parent meetings and conferences.

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.

see above

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>.

We have ensured that our parent coordinator knows which services are available through DOE. She also knows how to use written and oral translation functions on JupiterGrades, School Messenger, Google and from the DOE. When needed, we ensure that there are qualified translators available.