



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

LIFE ACADEMY FOR FILM AND MUSIC

SCHOOL NAME : _____

21K559

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

LISA FERRAIOLA

LFERRAI@SCHOOLS.NYC.GOV

PRINCIPAL: _____

EMAIL: _____

AIMEE HOROWITZ

SUPERINTENDENT: _____

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
Lisa Ferraiola	*Principal or Designee	
William Patterson	*UFT Chapter Leader or Designee	
Mary Ingram	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tiffanie Galan Lamar Banton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cynthia Juarbe	Member/SLT/Parent	
Beth Steinwurz	Member/SLT/Parent	
Charles Mandracchia	Member/SLT/Teacher	
Christopher Fezzuoglio	Member/SLT/Teacher	
Theresa Warren	Member/CSA/ Assistant Principal	
Wendy Regisford	Member/SLT/Parent	
Tarsha Bradshaw	Member/SLT Parent	

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.

By June 2012, all teachers will create, implement and assess their own Reflective Professional Growth Plan (RPGP) based on the Danielson Framework for Teaching with the support of administration

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.

A trend analysis of Regents passing rate data over the past three years indicated that students across all student subgroup populations are underperforming. Several walk-through observations were conducted to evaluate the instructional effectiveness in each of the content areas. This year's CIE include a focus on Danielson's Domain 4 of Professional Responsibilities in the area of reflecting on teaching. As a result, we have made improving teacher effectiveness through teacher reflection a priority goal for the school year.

Instructional strategies/activities

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

A). Create a Reflective Professional Growth Plan that will include at least four professional conversations per teacher in which administration will provide ongoing feedback. Teachers will implement strategies designed to improve instruction and result in increased student achievement for all students but particularly within the lowest third population across each content area.

B). Principal and/or Assistant Principal will participate in professional conversations with teachers and support them in the development of their RPGP, ISA Coach will support teachers in the implementation of the RPGP, Teachers will complete the RPGP

C). Teachers will be provided with professional development on the steps necessary to complete the Reflective Professional Growth Plan which include professional conversations on informal and formal official observation reports, a self-evaluation,

pre-post/observation share conference and a reflection share with administration which will evidence the growth of his/her professional goals for the year. Ongoing personal conversations which include time for feedback, goal-setting and reflection.

D). September – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Send periodic letters to parents explaining schoolwide goals in regard to instruction and teacher goal setting**
 - **Provide at least two workshops around the importance of teacher effectiveness specifically in the area of student engagement**
 - **Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress**
 - **Utilizing global connect to keep parents informed about school activities and student progress**
 - **Providing online grade reporting so parents are provided with ongoing access to his/her child's academic standing**

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.
 - **Administrative staff attends recruitment fairs and reviews resumes on open market to identify and recruit HQT who demonstrate a commitment to self-reflection and goal-setting**
 - **Prospective hires must provide references, sit for a panel interview and conduct a demo lesson**
 - **Non-HQT will be monitored closely to ensure all the required documentation and assessment deadlines are met**
 - **Mentors are assigned to support struggling and unqualified teachers and additional professional conversations will be held with teachers who are unable to provide evidence toward goal attainment**

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.
 - **The school has an established partnership with the ISA (Institute for Student Achievement) which will focus on supporting teachers in the completion of their RPGP**
 - **AIS after school services will be provided to supplement the overall instructional program**
 - **Ongoing professional development for teachers will provide the necessary support and foundation for the successful**

completion of the RPGP

Budget and resources alignment

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

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

- Teacher per session (2 days per week) for curriculum
- Professional Coaching Support from Institute for Student Achievement (ISA)
- Extended amounts of time invested by administration and ISA Coach
- Professional Development time dedicated to goal setting

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.

By June 2012, 85% of school staff will document student behavioral incidents through the use of a referral system

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.

Based on an analysis of the Learning Environment Survey, In-House School Culture Survey and Dean Referrals, it was determined that students in the lowest third and swd were identified with the highest number of behavioral incidents. As a result, we have made it a priority this school year to effectively document and address discipline issues as well as provide appropriate preventative supports.

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.

A). Create a referral system that will include teacher level documentation and protocols for correctively referring infractions to the school deans that teachers will use to document incidents. The Special Education department will provide teachers with a Behavior Intervention Plans for swd and students in the lowest third and work with the parents to reinforce preventative measures at home.

B). Administration will provide pd to school community, teachers will document incidents, deans will report incidents and

notify parents/guardians and parents/students will be made aware of the protocols

C). Teachers will complete and In-House School Culture Survey in which teacher responses/suggestions will be used to develop a discipline protocol system within the school.

D). September – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Inform parents of LIFE's 5 core values and the discipline system to enforce consequences for noncompliant students**
 - **Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress**
 - **Utilizing global connect to keep parents informed about student progress**
 - **Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress**

Strategies for attracting Highly Qualified Teachers (HQT)

- 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.
- **Administrative staff attends recruitment fairs and reviews resumes on open market to identify and recruit HQT**
- **Prospective hires must provide references, sit for a panel interview and conduct a demo lesson**
- **Non-HQT will be monitored closely to ensure all the required documentation and assessment deadlines are met**
- **Mentors are assigned to support struggling and unqualified teachers**

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.
- **The school has established a Fairness Committee that focuses on students talking about their academic and social behavior and how it impacts themselves as well as others**
- **The Coney Island Generation Gap (CIGG) provides violence prevention and tolerance programs designed to improve the**

decision-making of teens

- **The school's film curriculum focuses on developing tolerance, acceptance and global awareness**
- **Students are encouraged to participate in the New York Police Department Explorers program which focuses on career, service and leadership**
- **In the event of an incident, the school follows the Chancellor's Regulations when determining discipline.**

Budget and resources alignment

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

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

- Teacher per session (2 days per week) for after school programs targeting at-risk students
- Time spent on developing the discipline system
- Professional development for teachers and deans

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.

By June 2012, 80% of students will demonstrate their ability to model with mathematics through a series of rigorous tasks that are aligned to the common core standards

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.

NYS School Report Card shows that last year students did not meet AYP in mathematics specifically in the African-American subgroup. Several walk-through observations indicated a need for students to think more critically and participate in a process that will demonstrate their understanding of the content being learned. As a result, we have made it a priority this school year to have all mathematics students evidence their thinking.

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

A). Teachers will be supported with an ISA Coach to develop a unit of study that will implement strategies to support student learning in explaining each step in solving a mathematics problem. PD opportunities will be provided to teachers to showcase strategies for engaging African-American students in math. Teachers will also provide students with opportunities to give examples that show how extraneous solutions may arise.

B). Principal and/or Assistant Principal will conduct formal and informal observations, Math Department will participate in team meetings, ISA Coach will provide curriculum support

C). One math teacher will participate in the ISA/Network Performance Assessment Workshop series and turnkey the information to the math department

D). September – May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Providing assistance to parents in understanding City, State and Federal standards and assessments in math**
 - **Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in math**
 - **Utilizing global connect to keep parents informed about student progress;**
 - **Providing online grade reporting so parents are provided with ongoing access to his/her child's academic standing**

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.
 - **Administrative staff attends recruitment fairs and reviews resumes on open market to identify and recruit HQT**
 - **Prospective hires must provide references, sit for a panel interview and conduct a demo lesson**
 - **Non-HQT will be monitored closely to ensure all the required documentation and assessment deadlines are met**
 - **Mentors are assigned to support struggling and unqualified teachers**

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.
- **The school is partnered with ISA which will offer professional development opportunities and one-to-one teacher and/or department coaching sessions to create and implement a unit of study that includes research-based strategies on modeling mathematics.**

Budget and resources alignment

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

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

- Teacher per session 2 days per week for after school programs
- Professional instructional materials to support curriculum development during the regular school day. • Consumable instructional materials for use during extended day programs
- Professional Coaching Support from Institute for Student Achievement (ISA)
- Teacher Team meetings scheduled through professional activity periods for math pd

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								

6								
7								
8								
9	25	49	22	25	N/A	As needed	8	As needed
10	20	45	12	28	N/A	As needed	9	As needed
11	19	16	20	18	N/A	As needed	7	As needed
12	15	12	5	15	N/A	As needed	7	As needed

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	Students are offered AIS through LIFE Academy’s tutoring program provided by teachers afterschool on Tuesday and Thursday from 3:05 to 4:35. Teachers provide individualized instruction based on student needs.
Mathematics	Students are offered AIS through LIFE Academy’s tutoring program provided by teachers afterschool on Tuesday and Thursday from 3:05 to 4:35. Teachers provide individualized instruction based on student needs.
Science	Students are offered AIS through LIFE Academy’s tutoring program provided by teachers afterschool on Tuesday and Thursday from 3:05 to 4:35. Teachers provide individualized instruction based on student needs.
Social Studies	Students are offered AIS through LIFE Academy’s tutoring program provided by teachers afterschool on Tuesday and Thursday from 3:05 to 4:35. Teachers provide individualized instruction based on student needs.
At-risk Services provided by the Guidance Counselor	N/A

<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist is a member of the School Based Support Team who works with individual students who have been identified to be at risk of academic failure or for behavioral concerns. The School Psychologist also meets with the parents of at risk students to explain the services prescribed to meet the unique needs of each child.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The school provides counseling by the social worker to mandated students. Students participate in individual or group counseling based on the needs of each student.</p>
<p>At-risk Health-related Services</p>	<p>N/A</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 dedicated staff person to serve as a liaison between the school and families. The 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 and maintain a log of events and activities planned for parents each month including the filing of any necessary reports 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;

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

- 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 school events such as a Talent Show, Holiday Concert, Black History month performance, etc.
- 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;
- utilizing global connect to keep parents informed about school activities and student progress;
- providing online grade reporting so parents are provided with ongoing access to his/her child's academic standing

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;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always do 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 Groll, Christop	District 21	Borough Brooklyn	School Number 559
School Name Life Academy for Film and Music			

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

Principal Lisa Ferraiola	Assistant Principal Theresa Warren
Coach Bob Galli	Coach
ESL Teacher Victor Kurylyk	Guidance Counselor Delgermaa Ganbaatar
Teacher/Subject Area Kathleen Makasiar/Social Stud	Parent Mary Ingram
Teacher/Subject Area Patrcicia Diaz/ Science	Parent Coordinator n/a
Related Service Provider Susan Beck	Other type here
Network Leader Terry Byam	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	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	250	Total Number of ELLs	12	ELLs as share of total student population (%)	4.80%
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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. 

Paste response to questions 1-6 here

1. As part of the school enrollment process, a NYS certified teacher (the principal Ms Ferraiola, the AP Ms. Warren or a licensed ESL teacher/coordinator Mr. V.Kurylyk) provides the parent/guardian of a new admit (enrolling for the first time) with a Home Language Identification Survey (HLIS) to determine what language the child speaks at home. Based on the information completed by the parent in HLIS, the Life Academy staff member would see which languages were checked off and which language is spoken at home. During the informal oral interview he/she would identify the parent/guardian's primary language. If the parent speaks a language other than English, Mr. V.Kurylyk will assist the parent/guardian with the process of HLIS and offer HLIS in one of the 9 translated languages. Interpreters among the staff members who speak the parent's/guardian's primary language should be available to assist with the registration process and administering HLIS. At Life Academy we have staff members who speak Spanish, Mandarin/Cantonese, Tagalog, Russian, Arabic, Urdu. In situations when we do not have a staff member to assist in translations, we will use the DOE translation service. The results of the HLIS are used to decide whether the student needs to be assessed to determine his or her level of English language proficiency through LAB-R exam. If the student was identified as a language minority, the LAB-R exam is administered within student's first 10 days at school. The results of the exam will be used to either place the student in the existing ESL program, offer alternative programs for ELLs or, if the student tested proficient, place him/her in the general education class. Once the student has been assessed and identified as ELL, Mr Kurylyk will explain the parents the options of the existing programs for the ELLs. If parents/ guardians choose the Freestanding ESL Program that is available at Life Academy, the student is placed in the self-contained ESL class at Life Academy. Ms.Rokeach will enter the student information in the BESIS report in the ATS. This report is updated twice a year, and is used to determine the eligibility of ESL students to take the NYSESLAT during the scheduled time.

If the student's native language is Spanish, the Spanish LAB is administered by Ms. Rodriguez, the Spanish teacher. Mr. Kurylyk, the ESL teacher, is responsible for designing the curriculum that agrees with the NYSED ESL Standards to prepare ELLs for the NYSESLAT exam that is administered in accordance with the NYSED regulations, procedures, and scheduling. He addresses the development of students' needs in four modalities (listening, speaking, reading and writing) that are being tested on the NYSESLAT. Accommodations are provided so all ELLs take each part of the NYSESLAT on a separate day within the time frame defined by the NYSED for taking the NYSESLAT. The NYSESLAT will determine English proficiency of ELLs and whether or not the student will continue to be eligible for ELL services next year.

2. After the parents have completed the HLIS, Mr. Kurylyk offers them to watch the Parent Orientation Video that describes all three program choices to ELLs in NYC: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents are encouraged to ask questions. After they have selected the ELL program for their child, then Mr. Kurylyk explains what ESL program is available at Life Academy. When parents choose the Freestanding ESL Program that is available at our school, their child is placed in the existing program within 10 days. If they choose a program that the school does not currently offer, then the principal, the AP or the ESL coordinator will assist the parents with finding the appropriate program. The school's secretary Ms.Rokeach will keep records in order to notify parents when and where the program of choice opens if it is not available at the moment of the interview.

3. Parents' choice, coupled with program availability at the school, determines program placement for ELLs. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Mr. Kurylyk (ESL teacher/coordinator), and Ms. Rokeach (secretary) provide parents with the Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter during orientation in addition to showing the The Parent Orientation Video (in the parents' native language). Students are supposed to return them the next day. If they do not, for some reasons, Mr Kurylyk or Ms Rokeach or another staff member who speaks the parent's native language will make a call home to explain the importance of those letters for placing their child in the ESL program. If the child scores below proficiency on the LAB-R, those letters will be used to place the student in the Freestanding ESL program at Life Academy if parents have chosen it. All letters are collected and stored in the students' individual files.

If the student scores at or above proficiency on the LAB-R, Non Entitlement Letter is sent home (the copy of which is stored in the student's file) and the student is placed in the general education class.

Administration will be notified in the event that the parents do not return the letters and the ESL coordinator will follow through in ensuring the letters are returned. If it does not happen the student is placed in TBE program by default (which is not available at our school). Parents are notified about that by another letter.

4. Following the initial screening and assessment to determine ELL eligibility through administering the HLIS, and LAB-R exam and showing the Parent Orientation Video about program choices to ELLs, the ESL Coordinator will try to get the information from parents about the program choice as quickly as possible. Parent Survey and Programs Selection Forms collected from parents will be used to place their child in the appropriate program within ten days of enrollment, according to the state regulation. Parents will receive placement letters, which will inform families that their student was tested with the LAB-R and determined to be an English Language Learner, and therefore eligible for the Title III services. Through this letter parents will be able to find out more about the Freestanding ESL program at Life Academy and support the school offers to ELL students.

The continued entitlement letter will be sent to families of those ELLs who took the NYSESLAT and based on their student's last NYSESLAT score, the student continues to be an ELL student and eligible for and receive ESL services. The letters will be stored in the students' files.

5. As a new school in its 5th year of existence, Life Academy has a very small ESL population. In the past the overwhelming majority of our ELLs either had tested out of ESL by 9th grade, or reported to 9th grade in the status of an ESL student whose parents had chosen a Freestanding ESL program. In the cases when parents had to choose one of the programs for their children, in the past four years the trend has been that 100 % of parents have chosen an ESL program. They indicated that ESL program will best meet the needs of their children.

6. Because all parents in the past have chosen an ESL program, we are in alignment with the choices our parents have made. If a parent were to choose a program that was not available in the building, we would do our best to work with the family and research alternative settings for the child.

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	2	1	2	12
Push-In														0
Total	0	0	0	0	0	0	0	0	0	7	2	1	2	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2	0	0	6	1	1	4		4		12
Total	2	0	0	6	1	1	4	0	4		12

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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				2
Chinese										4				4
Russian										3				3
Bengali														0
Urdu										3				3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	12	0	0	0	12								

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1a. Within a Freestanding ESL program at Life Academy we use self-contained and pull-out organizational models.

- A self-contained ESL class is a diverse multi-proficiency level program at our school that is designed to support ELLs in ELA and other content classes through language acquisition at the intermediate and advanced levels (we do not have beginning-level students, according to the scores of the NYSESLAT and LAB-R exams). It focuses on the development of four language skills using functional approach to language learning. Within a double period (54 minutes each), students develop academic proficiency in listening, speaking, reading and writing with an intensive focus on vocabulary work and text comprehension. ELLs are exposed to explicit study of literature as part of the ELA class requirement.

- A pull-out organizational model is designed to meet individual needs of special education ELLs.

Small group tutoring. Lower performing ELLs have small group tutoring during 4th period lunch.

1b. All ELLs are programmed in the Ungraded Heterogenous self-contained ESL class. It is a double period class, periods 2 and 3. One Special Education ELL is programmed for a pull-out ESL class during period 1 to accommodate his needs in individual instruction. He attends the self-contained ESL program during period 2.

2a. All ESL students at Life ACADEMY (identified through the scores of the NYSESLAT or LAB-R exam) regardless of the grade and proficiency levels are placed in the the self-contained double period class and receive a total of 100 minutes of explicit ESL instruction each day. Since all of the 12 eligible for ESL services students are identified either intermediate or advanced, that schedule allows for meeting the state mandated minutes (as indicated, CR Part 154 mandates a minimum of 360 minutes a week for intermediate-level ESL students and 180 minutes for advanced ELLs). In case of need, students can come to tutoring for extra help during lunch.

2b. As per CR Part 154, within the Freestanding ESL model the ESL teacher can provide no more than 25 % of native language support to ELLs. Since there are no beginning-level students in Mr. Kurylyk's class who need a lot of explicit explanations in native language, this support is mostly limited to the use of accountable talk in the native language, peer tutoring and use of bilingual dictionaries in class and at home. In accordance with CR 154, intermediate-level ESL students get 2 classes of ESL and no explicit ELA instruction, while advanced-level students, in addition to the ESL class, have also a class of ELA.

3. Since the NLA is not part of the Freestanding ESL model, all instruction in the content classes at Life Academy is delivered in English. All ELLs are immersed within the structured instruction in the content mainstream classes that use the CTT model. There are usually two teachers (one content and another is CTT, usually certified in Special Education: Ms. Williams, Mr. Abufahra (speaking Arabic), Ms. Makasiar (Tagalog)) who are trained in differentiating instruction, scaffolding, and using ESL methodologies of sheltered instruction. ELLs are encouraged to use bilingual dictionaries and use their native language during accountable talk with their peers (which also includes peer tutoring and group work). Content teachers use background knowledge, modeling, demonstration, graphic organizers, adapted texts, visual aids, content vocabulary, peer tutoring, multimedia to clarify, enhance and differentiate content instruction. They

A. Programming and Scheduling Information

modify vocabulary and content texts to make them more comprehensible for ELLs; use project-based and cooperative learning, pairing up ELLs with stronger students. ELLs develop language skills in the academic setting through interaction with native English-speaking peers and make meaningful connections to content through sheltered approaches developed by content teachers; they also receive individual support from CTT teachers.

In accordance with the goal of the Freestanding ESL, Mr. Kurylyk uses different ESL methods to develop students' social and academic skills both in ELA and content classes. The major focus is set on the development of self-sufficiency and independent thinking through expanding the academic vocabulary and making content connections. This goal is achieved through combining vocabulary and language development skills based on short readings in different content areas and fiction, daily practicing of metacognitive skills and all four modalities in the context of content readings, activating schemata and building scaffolds. Students are assigned group and individual projects that involve research and inquiry, use of new academic vocabulary and making connections (analysis) through written expression. Native language support is provided through use of dictionaries and translation of certain terms (when applicable).

All ELLs are eligible for afterschool and lunch tutoring to further develop academic skills in ESL and content classes in an individualized setting.

4. If the Home Language Identification Survey (HLIS) indicates that a new admit uses a language other than English, he or she is administered the LAB-R exam. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. There are no other tools to measure competence of ELLs in their native languages, except for bilingual teachers working at Life Academy (Chinese, Spanish, Russian, Ukrainian) who can evaluate the appropriate language proficiency of ELLs in those languages.

5. At LIFE Academy differentiation of instruction for ELLs is based both on the NYSESLAT proficiency levels and years of ELL service. Many of our long-term ELLs are stuck in the intermediate level of proficiency because they stopped progressing in academic skills, such as: vocabulary development, reading comprehension and writing on academically challenging assignments. The ESL teacher and content teachers work together to develop interventions focusing on the needs of ELLs. The use of individualized instruction, group work, partner interviews, structured conversation with classmates provides a low stress, but meaningful growth-oriented educational environment for ELLs.

5a. In order to address the specific needs of Students with Interrupted Formal Education and long-term ELLs, the school has after-school ESL and ELA tutoring to further develop speaking, listening, reading and writing skills of ELLs. In class the ESL teacher uses authentic and adapted materials, think-alouds and modeling, sound repetitions and spelling games; activates prior knowledge using cognates, and visuals; focuses on vocabulary development; adjusts speech, uses cooperative learning strategies, brainstorming and the writing process to teach different elements of writing, provides individual input.

5b. For ELLs who have been in the country for less than 3 years, the school plan includes strategies to integrate students in social and cultural adaptation both within the ESL class and school in general. The ESL teacher pays close attention to inclusion of newcomers into class activities through grouping and cooperative learning strategies; also, he works on developing newcomer's language survival skills, as well as social and academic language skills, while student advisor pays close attention to school social and cultural adaptation, learning different protocols, rules and regulations, avoiding bullying and behavior problems. The ESL teacher is responsible for explicit instruction to prepare newcoming ELLs for both the NYSESLAT and the ELA Regents exams.

5c. About a half of our ELL population are students who have been in the country for 4-6 years. They have mastered good social skills and are proficient in listening comprehension and speaking, but some of them have consistently tested intermediate on the NYSESLAT in reading and writing before coming to 9th grade. Some interventions with this group of students include preparing growth-oriented challenging assignments, expanding vocabulary, focusing on complex texts in content areas and authentic works of literature, developing writing skills through keeping journals and writing essays.

5d. The interventions used in the work with long-term ELLs are similar to those ELLs who have been in the country for 4-6 years. Some of these students have IEPs and the challenging work should be combined with enhancing their literacy skills. These students are very sensitive in their needs and thus should be paired up with more successful peers to build their self-esteem and emulate successful strategies in language acquisitions. Special attention should be paid to explanation and understanding of assignments, breaking it down to more comprehensible units of information; teaching how to outline essays, take notes, organize ideas, present them; analyze literary texts and integrate academic vocabulary in oral and written expression.

A. Programming and Scheduling Information

6. All teachers of ELL-SWDs have the IEP of each ELL-SWD and use them for planning, instruction, and behavior management. All ELL-SWDs have a pull-out ESL to receive services mandated on their IEPs, as well as an ICT program to support deficiencies and allow sufficient interaction and instruction time with general education students. A CTT teacher does push-in in Science, Math, Social Studies and Film classes. Some ELL-SWDs have additional services including speech, social counseling, when applicable, according to the IEP. All ELL-SWDs have IEP tutoring during lunch and after school. Teachers are required to make modifications in tests and projects for ELL-SWDs when applicable.

The instruction strategies used by teachers of ELL-SWDs address both linguistic and cultural characteristics of ELL-SWDs, and their disabilities. For example, typing information in a bigger print, repeating information several times, etc. are some of the issues that teachers need to address to support deficiencies described in the IEPs. Instructional strategies include sheltered academic instruction, using scaffolds, such as graphic organizers and visual aids, peer support, giving learning prompts, modifying language that is appropriate to the student's English language proficiency, strong emphasis on academic vocabulary and literacy skills; project-based and cooperative learning, using pre-reading and pre-writing activities, editing, etc.

All programming for ELL-SWDs is based on the NYSESLAT results and IEPs. The guidance counselor ensures that, besides proper programs, there is a CTT teacher in each class attended by ELL-SWD.

Grade-level materials used in the classroom include:

Math: Integrated Algebra, including the Spanish Workbook Review, - Prentice Hall Edition.

Science: The Living Environment, - Holt, 2008, with modifications for ESL students in the Teacher's Edition.

Social Studies: World History: Patterns of Interaction/ The Reading Study Guide for ESL students, - McDougal Litell, 2007.

ESL:

- Textbooks: For Your Information: Reading and Vocabulary Skills, - Pearson Longman, 2007; North Star (for ESL students of different proficiency levels); Great Essays: An Introduction to Writing Essays.

- Authentic readings in different content areas: Daily News, New York Post, Fact Finders. - Capstone Press; Globe-trotters Club. - Carolrhoda Books; National Geographic; etc.

- Books: Greek myths, Romeo and Juliet, The Catcher in the Rye, The Sister's Keeper, Lord of the Flies, Animal Farm, biographical novels (Helen Keller), The House on Mango Street

- High interest books for Independent Reading for all reading grade levels.

- Dictionaries: Longman

- Bilingual translation dictionaries: Urdu, Spanish, Chinese (Mandarin), Russian

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%	Of 12 students, 5 have IEPs. To provide for individual needs of one of the ELLs with an IEP, another pull-out class was created during period one.		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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?

Paste response to questions 8-17 here

8. Along with content classroom instruction that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed. All ESL students are offered after school tutoring and during lunch tutoring with their content and ESL teachers. We have an inquiry team that focuses on ELL progress in content classes, language acquisition, discusses different issues of students' behavior and academics. Content teachers implement suggestions of the inquiry team.

9. Students who have attained proficiency on the NYSESLAT are placed in the transitional ESL program. This program is individualized based on the needs of ELLs. Though students are placed in the mainstream ELA class, they are provided with additional support from both the ELA and the ESL teacher. On the tests ELLs have extended time. They can use dictionaries in content classes and are eligible for afterschool and during lunch tutoring. All students are monitored to ensure that they continue to progress in language development, literacy and content knowledge.

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- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in all the native languages of our students.
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B. Programming and Scheduling Information--Continued

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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)?

Paste response to questions 1-5 here

N/A

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.

Paste response to questions 1-3 here

1. Since LIFE Academy is a newly opened school in its 5th year of existence, professional development is an important component of dealing with daily challenges and professional growth, including servicing ELLs within a diverse small school setting. The AP (Ms. Warren) has attended many workshops on how to evaluate instruction and provide support to teachers.

Friday afternoon professional development sessions have dealt in the past with different issues of curriculum development, inquiry-based learning, case conferencing focusing on the problems of ELL population. Some specific topics have included: student data analysis, test review strategies for ELLs, project-based assessment, inquiry-based learning. The Institute for Student Achievement (ISA) has played a crucial role in supporting LIFE Academy staff with continuous professional development.

A. In the summer of 2011, all Life Academy teachers participated in the ISA Summer Institute during June 27 - July 1 to reflect on the results of the past year and plan for the 2011-2012 academic year. Each of the three days of professional development consisted of the team planning sessions, followed by the curriculum sessions for teachers within their content areas, leadership network for administrators, counselor network for counselors, thematic sessions for teachers to enrich instructional activities in the class.

The team sessions included the following professional topics:

- Writing portfolio project and 4 year ELA plan
- Developing a story using groups and critical thinking skills
- ISA Sustainability Report and Implementing the ISA recommendation: plan for 2011-2012
- Instructional Framework: Review/Revisions/Implementation
- Inquiry in the Classroom: identifying evidence
- Preparing the Small School Action Plan for 2011-2012

The Curriculum Session for the ESL teachers focused on the Curriculum Development and Understanding by Design

B. September 6 professional development was dedicated to discussing

- Instructional expectations for 2011-2012; Common Core Standards; Using IEPs and why teachers' collaboration is important to adequately assess IEP students

C. The PD calendar for the fall semester of the 2011-2012 included the following PD titles:

- Child Abuse Prevention (10/7/2011)
- Integrated Coaching (10/14)
- Lesson planning (10/17)
- Expectations in the classroom/Observation (10/21)
- Disciplinary Protocol/ Special Education (11/18)
- Disciplinary Protocol/ Results of the School Culture Survey (12/2)
- Discipline/ Advisory contact logs (12/5)

Accountable Talk (12/9)

- Accountable Talk with ESL/IEP students (12/16)

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C. Professional Development Day (11/8)

All life Academy staff:

- Faculty Handbook
- Principal's Performance Requirements
- Danielson's Framework of Learning
- iLearn Intro
- Common Core Learning Standards

The ESL teacher, Mr. Kurylyk, attended the outside workshop: "From Theory to Practice: English Language Learners and the Common Core Standards"

Keynote speakers:

- Elfrieda Hilbert: "English Learners and text complexity"

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%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
Dual Language			
100%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
Freestanding ESL			
100%	100%		
75%	75%		
50%	50%		
25%	25%		
0%	0%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Instructional Framework Review/Revisions/Implementation

- Inquiry in the Classroom: identifying evidence
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- Nonnie K Lesaux: "Common Core Standards and English Language Learners' Language and Reading Development: The Opportunities

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?

Paste response to questions 1-4 here

1. Parents/guardians of newly enrolled ELL are given the State standards, assessments, school expectations and a page describing the program requirements for a free standing ESL program at LIFE Academy. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills are addressed. We also send home letters, memos, e-mails and use our phone messenger to deliver important messages. So far, we have somebody among the staff who speaks any particular native language of ELLs. For example, Mr. Kurylyk speaks Ukrainian/Russian; Ms. Ortiz and Ms. Rodriguez speak Soanish; Ms. Diaz speaks Chinese Mandarin and Cantonese; Ms. Aarti Sawhey speaks Urdu. In case we did not have a staff member that a parent/guardian could communicate with we would utilize the translation phone line from the DOE. Ms. Mary Yngram is PTA representative. Parents also participate in the SLT and important decision making regarding budget, afterschool activities, programs, academic data, including graduation, passing rate etc.

In the spring, we invite all parents to complete the Learning Environment Survey. Additionally, every year Life Academy hosts Cultural Festivals, Lunches and Talent Shows to which all parents are invited.

2. Insitute for Student Achievement provides support to parents of ELLs at Life Academy in understanding the challenges of college readiness.

Coney Island Generation Gap is another partnership organization that provides volunteer opportunities and community outreach for all students at Life Academy

3. HLIS is the primary assessment tool to identify not only the language spoken at home by new admits, but also the English language needs of parents. Personal interviews during orientation and registration are another indicator of the English level proficiency of parents and their needs. If parents choose to watch the Orientationa Video in one of the 9 languages (available at DOE website) that could be a predictor of certain comprehension difficulties of parents. Also, Parent Survey and Program Selection Form completed by parents of ELLs during registration give the staff additional information about linguistic needs of parents. As described in answer # 1, at the moment among the staff we have the speakers of all the native languages represented among the ELLs. In case of need, we would use DOE's translation service.

Due to budget cuts, at the moment we do not have a parent coordinator. The functions of parent outreach are shared by advisors, an attendance teacher and aides.

4. PTA meetings ensure that parents have all information they need about programs, school activities, graduation requirements and the progress of their children. This year such activities as Halloween Talent Show, Holiday Concert, Black History Month, Open Mic, attracted a lot of parents and helped establish the feeling of being welcome in their child's school. In part, it was facilitated by parent outreach through advisory calling logs. A lot of information about school life is distributed in the native languages of the ELLs, especially about the upcoming events.

B. Programming and Scheduling Information--Continued

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- Projectors, Smartboards, teacher created power points to support class discussions and group work.
- Various levels of ESL textbooks, authentic readings in content areas that focus on the four language skills.
- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially non-fiction to support the other academic subjects.
- Bilingual translation dictionaries in all the native languages of our students.
- Webster's Thesaurus
- Lafayette Educational Campus High School library gives access to the native-language materials in languages spoken by students: Urdu, Russian, Chinese, Spanish and others.
- In content areas ELLs have access to authentic grade-level materials. Also, teachers use visuals, multimedia, demonstrations, manipulatives.

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.

Patterns across modalities on the 2011 NYSESLAT show that all students who received ESL services at our school excelled in the area of listening/speaking: 4 tested proficient and 2 advanced on that modality. Two out of 5 incoming 9th grade ELLs tested proficient, while 3 - advanced. The breakdown of reading/writing modality shows that most ELL, except 2 tested intermediate on the 2011 NYSESLAT. It is clear that Mr. Kurylyk (the ESL teacher) and Ms. Williams (afterschool tutoring) will have to focus their attention on developing vocabulary, reading comprehension, writing and academic literacy skills in all content areas. We hope that it will facilitate movement toward academic proficiency.

4a. Most ELLs struggle on the reading comprehension, critical thinking and writing testing assignments both in ESL and content classes. Familiarity with content and text complexity defines the level of success of ELLs in decoding the meaning and ability to construct a response. There is always a dependence between 2 factors: understanding an assignment and its completion. In some content classes strong literacy in L1 helps ELLs build literacy in L2. For example, in Math some students, especially Asian, are on the top of their class on the tests. But they struggle when it comes to short responses like in Living Environment. Such strategies as applying literacy across content areas (all content teachers), having a strong focus on the vocabulary acquisition in different content areas in the ESL class (Mr. Kurylyk), and support of ELLs during afterschool tutoring program (Ms. Williams) have helped improve academic performance of ELLs; 80 % of them pass their classes. We are trying to reach out to 2 long-term absentee ELLs to change their attitude to school and academic performance. We can conclude that developing literacy skills with a strong focus on vocabulary acquisition enhances reading comprehension and written response skills in the target language (English) across the curriculum.

4a (2) ELLs do not take any tests in the native language.

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4c. Periodic assessment is an important source of information about student progress. This tool helps identify the areas of weakness and target them through interventions that discussed at team meetings. We have learned from these assessments that with differentiated instruction, ELLs' grade level reading equivalencies and writing skills can be accelerated.

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6. In order to assess the ESL program, formative (interim, Acuity) and summative data (NYSESLAT) are collected and analyzed by the inquiry team consisting of the content, special education and ESL teachers. They use those data to make timely interventions by planning strategies to differentiate instruction and address the needs of ELLs or make phone calls home.

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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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Since LIFE Academy is a newly opened school in its 5th year of existence, professional development is an important component of dealing with daily challenges and professional growth, including servicing ELLs within a diverse small school setting. The AP (Ms. Warren) has attended many workshops on how to evaluate instruction and provide support to teachers.

Friday afternoon professional development sessions have dealt in the past with different issues of curriculum development, inquiry-based learning, case conferencing focusing on the problems of ELL population. Some specific topics have included: student data analysis, test review strategies for ELLs, project-based assessment, inquiry-based learning. The Institute for Student Achievement (ISA) has played a crucial role in supporting LIFE Academy staff with continuous professional development.

A. In the summer of 2011, all Life Academy teachers participated in the ISA Summer Institute during June 27 - July 1 to reflect on the results of the past year and plan for the 2011-2012 academic year. Each of the three days of professional development consisted of the team planning sessions, followed by the curriculum sessions for teachers within their content areas, leadership network for administrators, counselor network for counselors, thematic sessions for teachers to enrich instructional activities in the class.

The team sessions included the following professional topics:

- Writing portfolio project and 4 year ELA plan
- Developing a story using groups and critical thinking skills
- ISA Sustainability Report and Implementing the ISA recommendation: plan for 2011-2012
- Instructional Framework: Review/Revisions/Implementation
- Inquiry in the Classroom: identifying evidence
- Preparing the Small School Action Plan for 2011-2012

The Curriculum Session for the ESL teachers focused on the Curriculum Development and Understanding by Design

B. September 6 professional development was dedicated to discussing

- Instructional expectations for 2011-2012; Common Core Standards; Using IEPs and why teachers' collaboration is important to adequately assess IEP students

C. The PD calendar for the fall semester of the 2011-2012 included the following PD titles:

- Child Abuse Prevention (10/7/2011)
- Integrated Coaching (10/14)
- Lesson planning (10/17)
- Expectations in the classroom/Observation (10/21)
- Disciplinary Protocol/ Special Education (11/18)
- Disciplinary Protocol/ Results of the School Culture Survey (12/2)
- Discipline/ Advisory contact logs (12/5)

Accountable Talk (12/9)

- Accountable Talk with ESL/IEP students (12/16)

- Promotion in Doubt (1/6)

- Benchmarking (1/9)

ISA Model and 7 Principles (1/13)

- Testing Administration (1/20)

C. Professional Development Day (11/8)

All life Academy staff:

- Faculty Handbook
- Principal's Performance Requirements
- Danielson's Framework of Learning
- iLearn Intro
- Common Core Learning Standards

The ESL teacher, Mr. Kurylyk, attended the outside workshop: "From Theory to Practice: English Language Learners and the Common Core Standards"

Keynote speakers:

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Keynote speakers:

- Elfrieda Hilbert: "English Learners and text complexity"
- Nonnie K Lesaux: "Common Core Standards and English Language Learners' Language and Reading Development: The Opportunities

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?

Paste response to questions 1-4 here

1. Parents/guardians of newly enrolled ELL are given the State standards, assessments, school expectations and a page describing the program requirements for a free standing ESL program at LIFE Academy. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills are addressed. We also send home letters, memos, e-mails and use our phone messenger to deliver important messages. So far, we have somebody among the staff who speaks any particular native language of ELLs. For example, Mr. Kurylyk speaks Ukrainian/Russian; Ms. Ortiz and Ms. Rodriguez speak Soanish; Ms. Diaz speaks Chinese Mandarin and Cantonese; Ms. Aarti Sawhey speaks Urdu. In case we did not have a staff member that a parent/guardian could communicate with we would utilize the translation phone line from the DOE. Ms. Mary Yngram is PTA representative. Parents also participate in the SLT and important decision making regarding budget, afterschool activities, programs, academic data, including graduation, passing rate etc. In the spring, we invite all parents to complete the Learning Environment Survey. Additionally, every year Life Academy hosts Cultural Festivals, Lunches and Talent Shows to which all parents are invited.

2. Insitute for Student Achievement provides support to parents of ELLs at Life Academy in understanding the challenges of college readiness.

Coney Island Generation Gap is another partnership organization that provides volunteer opportunities and community outreach for all students at Life Academy

3.HLIS is the primary assessment tool to identify not only the language spoken at home by new admits, but also the English language needs of parents. Personal interviews during orientation and registration are another indicator of the English level proficiency of parents and their needs. If parents choose to watch the Orientationa Video in one of the 9 languages (available at DOE website) that could be a predictor of certain comprehension difficulties of parents. Also, Parent Survey and Program Selection Form completed by parents of ELLs during registration give the staff additional information about linguistic needs of parents. As described in answer # 1, at the moment among the staff we have the speakers of all the native languages represented among the ELLs. In case of need, we would use DOE's translation service.

Due to budget cuts, at the moment we do not have a parent coordinator. The functions of parent outreach are shared by advisors, an attendance teacher and aides.

4. PTA meetings ensure that parents have all information they need about programs, school activities, graduation requirements and the progress of their children. This year such activities as Halloween Talent Show, Holiday Concert , Black History Month, Open Mic, attracted a lot of parents and helped establish the feeling of being welcome in their child's school. In part, it was facilitated by parent outreach through advisory calling logs. A lot of information about school life is distributed in the native languages of the ELLs, especially about the upcoming events.

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5	3	3			6
6	0	6			6
7	3	5			8
8	4	5			9
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	1		1						2
5	1		2		2				5
6			3		3				6
7			4		4				8
8	1		3		5				9
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	3		2	
Integrated Algebra	3		2	
Geometry				
Algebra 2/Trigonometry	6		4	
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	3		2	
Physics				
Global History and Geography	3		1	
US History and Government	3		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

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Part VI: LAP Assurances

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 21K559 **School Name:** LIFE Academy HS for Film and Music

Cluster: Chris Groll **Network:** Byam CFN404

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.

According to the RLAT report in ATS, there are 12 ELLs who are coming from homes where the language other than English is spoken. The following are the language backgrounds of our students: Chinese (is spoken in the families of 4 ELLs), Urdu (is spoken in the families of 3 ELLs), Russian (is spoken in the homes of 3 ELLs), Spanish (is spoken in the homes of 2 ELLs). The same language backgrounds are represented in the homes of former ELLs whose names show up in the RLAT report in ATS. The need for written translation and oral interpretation services is identified through information provided by parents in HLIS, the proficiency level of parents assessed by the staff at the orientation and the need of parents to watch the Parent Orientation Video in the language other than English. Another way to assess parents' need in translation is through advisory (advisors make phone calls on a bi-weekly basis), parent-teacher conferences (content and ESL teachers take notes about this need), IEP meetings (Special Education, ESL and content teachers report on the need of translation), and different informal meeting such as talent shows, cultural festivals etc. Based on these needs and requests, Life Academy uses both in-school and outside resources to provide oral and written translation of all outgoing written documents into target languages spoken by parents at homes.

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.

Based on the findings provided by the advisors of ELLs (Ms.Diaz, Ms. Grunin, Ms. Elgudin, MMr. Kurylyk (ESL teacher), the secretary (Ms.Rokeach) and content teachers, the need to provide written translation and oral interpretation is critical to families of most ELLs and some former ELLs, including translations into Chinese, Urdu, Russian and Spanish. Parents always requested translation services during parent-teacher conferences and IEP meetings. The administration was notified about those needs and they were discussed during the staff meeting. Teachers and administration discussed all possible ways through which Life Academy can provide oral interpretation support to parents during parent-teacher conferences, IEP meetings and translation of important documents t.

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.

All outgoing mail to homes of students will be translated into Chinese (Mandarin) and Spanish for the targeted group of parents whose proficiency in English is very low. Copies will also be available in other languages represented in the homes of ELLs and former ELLs (Russian and Urdu). The documents will be translated in advance before the mailing deadline by the in-house staff and volunteers who have native-speaking competence in the target languages: Ms Diaz in Chinese (Mandarin), Mr Kurylyk in Russian, Ms. Rodriguez in Spanish, Ms. Aarti Sawhney in Urdu. All the native-speakers are either Life Academy staff or work at the International H.S. (located on the same floor). In case of need, arrangements will be made to make the staff member available for the written translation services.

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.

All the staff members who have native-speaking competence in Chinese (Mandarin), Russian, Urdu, Spanish will be notified in advance about the forthcoming meeting. In case of need, coverages will be provided to teachers to ensure that they can interpret during a meeting with a parent or guardian who does not have proficient understanding in English. Every effort will be made to schedule a meeting at the most convenient time for parents and teachers. All the oral interpretation services will be provided by an in-house school staff.

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>.

In accordance with Chancellor's Regulations A-663, Life Academy, will determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department.

The school will maintain an appropriate and current record of the primary language of each parent. Such information must be maintained in ATS and on the student emergency card.

In order to communicate effectively with parents whose home language is not English, Life Academy will provide language assistance services using both in-house staff, volunteer and the DOE resources in translation and interpretation of the following:

- a. registration, application, and selection;
- b. standards and performance (e.g., standard text on report cards);
- c. conduct, safety, and discipline;
- d. special education and related services; and
- e. transfers and discharges.

Also, Life Academy will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

In case Life Academy does not have any staff members or volunteers who speak the language of parents, it will request help at the Translation and Interpretation Unit within DOE to (a) translate such critical communication in a timely manner, in each of the covered languages; and (b) work with the office responsible for the critical communication to make such translations available to the schools.