



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE COLLEGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M462

PRINCIPAL: MR. PETER SLOMAN EMAIL: PSLOMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR- BROWN

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
Peter Sloman	*Principal or Designee	
Kolter Keiss	*UFT Chapter Leader or Designee	
Camelia Reyes	*PA/PTA President or Designated Co-President	
Renzo Aliaga	DC 37 Representative, if applicable	
Rachel Garcia Satchell Cruz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Caren Lucarelli	Member/ CO-Chair/ Teacher	
Marlene Sanchez	Member/ CO-Chair/ Teacher	
Andrew Averill	Member/ Teacher	
Miledys Perez	Member/ Parent	
Trennil Smith	Member/ Parent	
Fanny Moscoso	Member/ Parent	
Linda Carbonell	Member/ 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

Annual Goal #1

Promote student engagement through differentiated instruction to improve Regents passing rates and increase credit accumulation in the 2011- 2012 school year

Comprehensive needs assessment

Detailed data analysis of student credit accumulation, Regents passing rates, and review of the 2010-2011 Progress Report reveal that 47% of our students *did not* meet the state requirements categorized under **student progress**. This compelled the administration and the School Leadership Team to generate goal 1: ***To promote student engagement through differentiated instruction to improve regents passing rates and increase credit accumulation in 2011- 2012 school year.***

Instructional strategies/activities

- Professional development will be geared towards the Common Core State Standards and reviewed across subject area and grade level
- Data inquiry and weekly meetings related to our lowest 1/3 will support the implementation differentiated instruction
- 100% of teachers will engage in professional development around differentiated instruction reflective of student need
- 100% of teachers who teach core classes will implement differentiated instruction strategies and participate in intervisitations and academic assessments to share and enhance pedagogy
- 100% of core subject classrooms will use resources gained from various professional development to support differentiated instruction
- Common planning teams will consult with data specialist and meet twice a week, with department assistant principals, to discuss progress, varied strategies, share lesson plans and data that will reinforce differentiated instruction
- The implementation of interim assessments will help educators and the community to enhance and vary our instructional practice based on student need and differentiated instruction

Strategies to increase parental involvement.

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Parent meetings and professional development based on student progress, student performance and graduation requirements
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Continue to have monthly bilingual meetings that cater to our English language learners (ELL) population, so that they can remain abreast to curriculum design and improvement
- Hold ceremonies for students that are academically successful and invite parents to share and acknowledge student achievement

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend teacher recruitment fairs and hire educators that are highly qualified to teach core subjects or who have dual certification
- Support current teachers by assisting them in becoming highly qualified according to the BEDS data
- With the use of Title 1 funding, monetarily support teachers who lack the required courses or exams to become highly qualified

Service and program coordination

- In addition to the daily instruction provided during the regular school day, we have implemented academic enrichment courses: Services include core inquiry classes that support English, math, social studies, and the science curriculum. After school and Saturday credit recovery courses that support credit accumulation, guidance counselor mentoring and, attendance monitoring to ensure student participation and parent awareness of student goals and progress so that constant updates occur to increase success
- Monthly Town Hall meetings that include information about credit accumulation and regents expectations
- Ongoing recognition ceremonies that promote awareness throughout the school community and acknowledges student progress
- Classroom presentations and exhibitions that showcase student learning and highlight differentiation
- Teacher mentoring and professional development geared towards English Language Learners to promote progress and academic success

Budget and resources alignment

- Title 1 funding- OTPS, Per Diem
- Title III Immigration
- Tax Levy
- NYSTL
- TL Children First Inquiry team
- Data Specialist - Per session

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Academic Intervention Services: By June 2012, AIS students' academic success rate and regents passing rate will improve by 3%. This will be measured by end of the semester regent's results and end of the year transcript credit accumulation results.

Comprehensive needs assessment

According to the 2010-2011 Progress Report, our Regents exam passing rate is below required state standards. In addition we did not gain any additional credit for students with disabilities, ELLs or students who entered high school at the lowest performance level. This compelled the administration and School Leadership Team to generate goal 2: ***By June 2012, AIS students' academic success rate and regents passing rate will improve by 3%. This will be measured by end of the semester regent's results and end of the year transcript credit accumulation results***

Instructional strategies/activities

- Assess needs of students at the start of the school year.
- Implementation of weekly Regents prep classes
- Align Support Services to monitor cohort expectations and achievement: The implementation of weekly Pupil Personal Team (PPT) meetings and review of student services will help monitor students that are not accomplishing" set goals" to increase passing rate and or continue to encourage students who are on task

- Inquiry based courses tailored to supplement core curriculum courses in all core subjects: English, math history and Science

Strategies to increase parental involvement

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Parent surveys relative to increasing participations and building community support
- Continue to have monthly bilingual meetings
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed
- 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
- Hold ceremonies for students that are academically successful

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend teacher recruitment fairs and hire educators that are qualified to teach core subjects or who have dual certification
- Support current teachers by assisting them in becoming highly qualified according to the BEDS data
- With the use of Title 1 funding monetarily support teachers who lack the required courses or exams to become HQ

Provide ongoing professional development meetings to enhance pedagogical skills

Service and program coordination

- In addition to the daily instruction provided during the regular school day, we have implemented academic enrichment courses. Services include core inquiry classes that support English, math, social studies, and the science curriculum. After school and Saturday credit recovery courses that support credit accumulation, guidance counselor mentoring and, attendance monitoring to ensure student participation
- Monthly Town Hall meetings that include information about credit accumulation and regents expectations
- Ongoing recognition ceremonies that promote awareness throughout the school community and acknowledges student progress
- Classroom presentations and exhibitions that showcase student learning and highlight differentiation
- Teacher mentoring and professional development geared towards English Language Learners to promote progress and academic success

Budget and resources alignment

- Tax Levy
- Contract for Excellence
- NYSTL
- SIFE Grant
- Data Specialist

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Provide on-going professional development for administrators and faculty in the effective use of data to advance student achievement

Comprehensive needs assessment

In order to improve instruction and increase student achievement pedagogues will be trained in data analysis and understand the importance of cohort information to improve instructional practice. *This compelled the administration and School Leadership Team to generate goal 3: Provide on-going professional development for administrators and faculty in the effective use of data to advance student achievement*

Instructional strategies/activities

- Professional development on how to collect, analyze and implement student data to drive instruction. Common planning to align instructional strategies with data to increase student achievement
- Common planning teams that will focus on sub-groups utilizing the inquiry approach –SIFE, bottom third , ELLs and over aged under credited
- Every Tuesday and Thursday common core planning meetings occur amongst departments with the support of instructional assistant principals to analyze data and discuss instructional approaches
- Network professional development meetings, ongoing and throughout the year that reflects data analysis and the implementation of the common core state standards

Strategies to increase parental involvement

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Parent surveys relative to increasing participations and building community support
- 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;
- 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
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend teacher recruitment fairs and hire educators that are qualified to teach core subjects or who have dual certification
- Support current teachers by assisting them in becoming highly qualified according to the BEDS data
- With the use of Title 1 funding monetarily support teachers who lack the required courses or exams to become HQ
- Provide ongoing professional development meetings to enhance pedagogical skills

Service and program coordination

- Children First Network 107 supports professional development for data analysis and data driven instruction
- Coordinate weekly planning meetings to develop data based planning for student achievement by subject area
- Monthly faculty meetings to review school wide data and share department goals
- STARS Custom Report Access for training

- ARIS training and professional development

Budget and resources alignment

- Title 1 funding scheduled in Per diem and OTPS
- Title III Immigration
- Tax Levy
- NYSTL- OTPS
- TL Children First Inquiry team
- Data Specialist

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To increase parent involvement through continuing education classes, school activities and meetings by 2%

Comprehensive needs assessment

According to the 2010-2011 Progress Report, the school survey results reveal that academic expectation, communication, and engagement are key aspect that can be improved. In collaboration with the parents and school community, we are offering a Parent University that will offer continuing education classes, parenting, and training classes that will enable us to build and foster an effective home-school partnership. This compelled the administration and School Leadership Team to generate goal 4: **To increase parent involvement through continuing education classes, school activities and meetings by 2%**

Instructional strategies/activities

- Design a parent university that will encompass ESL classes and GED preparation
- Design a needs assessment and structure workshops for parents based on results from assessments and surveys

Strategies to increase parental involvement

- 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
- Survey parents to determine parent interest relevant to their needs
- Increase the number of parents in conferences related to their children
- Use positive behavior intervention strategies (i.e. positive phone calls and/or letters to parents)
- Host recognition ceremonies for students (i.e. Perfect attendance, Principal's List)

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend teacher recruitment fairs and hire educators that are qualified to teach core subjects or who have dual certification
- Support current teachers by assisting them in becoming highly qualified according to the BEDS data
- With the use of Title 1 funding monetarily support teachers who lack the required courses or exams to become HQ

Service and program coordination

- Alanza Dominicana is a non for profit organization who works in conjunction with the College Academy to foster basic writing skills and offer ESL classes to our parents. Courses include Computer classes, parenting classes, and college financial aid counseling
- After school and Saturday parent classes facilitated by a licensed pedagogue

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.
 - Title 1
 - Fair Student Funding
 - Title III Immigration
 - Title 1 Parent Involvement

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	84	78	N/A	N/A	6	N/A	27	5
10	12	16	24	12	39	N/A	13	1
11	8	19	3	5	29	N/A	10	2
12	18	15	6	56	22	N/A	8	1

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	We offer specialized inquiry based English classes tailored to develop student achievement that is built in every AIS student’s program Monday through Friday. Specialized ESL classes are taught by licensed ESL teachers. 40% of our Special Education students are integrated into regular classes and receive support via push in or pull out by Special Education teacher. After school and during the holiday break we offer Regents preparation classes and credit recovery courses to fulfill city and state college requirements and increase student graduation rate. ELA mock regents exams and interim assessments are implemented throughout the year to track and support student progress and enhance instruction
Mathematics	All level one and two math students are placed in an elective inquiry based algebra course reinforces basic algebraic expressions and skill building to promote the algebra regents passing rate and prepare students for geometry based instruction. Math credit recovery is also offered after school and on Saturdays to ensure credit accumulation. Periodic assessments help us to provide appropriate services to at-risk students to help enhance their grades. A record of student progress and attendance in all after-school activities, Including Saturday School is monitored and appropriate action is followed if attendance is not satisfactory.
Science	Science classes are offered across the grades, five times per week in 46 minute instructional periods.ELL and Special needs students are integrated into regular classes and are supported by push in or pull out services. Science inquiry based courses are also offered to prepare incoming AIS students for State Exams in Living Environment.
Social Studies	Social Studies classes are programmed for all students in grades 9-12, five times per week for 46 minutes.ELL and Special needs students are integrated into regular classes and are supported by push in or pull out services. A SIFE grant (Students with Interrupted Formal Education) also allows us to offer a Saturday credit recovery program and tutoring program specifically for ELL students who have not satisfied the required number of credits in the core subject areas including Social Studies. The program will also provide services to support, enhance, and improving writing DBQ and thematic essay review.
At-risk Services provided by the Guidance Counselor	Students are provided with individual counseling, ranging from weekly sessions with our part-time Psychologist to regularly scheduled sessions with our guidance counselor, full-time social workers, and part-time social work interns. The Assistant Principal Administration and Dean of students also provided support and track reports with I-logs on ATS. Weekly guidance meetings and counselors discuss intervention services and valuable tactics to develop student’s social and

	emotional needs. They will schedule outreach activities with parents and students to ensure success in their academic studies. Guidance counselors will meet on a weekly basis with their students' teachers and discuss student progress and strategies to help achieve success in the classroom
At-risk Services provided by the School Psychologist	Counseling and one-on-one therapy,
At-risk Services provided by the Social Worker	Based on the students' IEP, students will receive counseling services with their social worker 1 – 2 days a week during their lunch period.
At-risk Health-related Services	Parents are included in conference sessions with social workers, social work interns, psychologist, dean, guidance counselor, nurse, teachers, and administrators to ascertain appropriate recommendations for supporting students who are experiencing difficulties to due health-related issues. On-site clinical supports provided by New York Presbyterian Hospital

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C.RelloAnselmiNancy Scala	District 06	Borough Manhattan	School Number 462
School Name The College Academy			

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

Principal Peter Sloman	Assistant Principal Jennie Gazetas
Coach type here	Coach type here
ESL Teacher Aurora Velez	Guidance Counselor Lucia Rojas
Teacher/Subject Area Sofia Russo/Special Education	Parent Camilla Reyes
Teacher/Subject Area Reyna Arroyo/Science	Parent Coordinator Minerva Santiago
Related Service Provider Christopher Garcia	Other type here
Network Leader Nancy Scala	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	3	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	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	1		

D. School Demographics

Total number of students in school	639	Total Number of ELLs	253	ELLs as share of total student population (%)	39.59%
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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. 

1a. ELLs are identified when they initially enter the New York City Public School system through the Home Language Identification Survey. The new student and family initially meet with the Parent Coordinator, Minerva Santiago who logs in the student and reviews the intake paperwork to determine if the student is an ELL. If the student is an ELL they are interviewed by the Principal, Mr. Sloman and/or Ms. Gazetas, AP. If the student has already been in the NYC school system, ARIS and school documentation is reviewed to determine students appropriate ESL level. If the student is new to the NYC school system the the HLIS is given by a licensed pedagogue to determine the students home language and primary language. If the HLIS indicates that the student uses a language other than English, she or he is administered the LAB-R. Performance on this test determines the students entitlement to English Language Development support services. If the LAB-R results show that the student is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB-R to determine language dominance. The parents are shown a video by the parent coordinator which explains the different programs available in the school for their student. The parents discuss these programs with either Ms. Gazetas, the AP or an ESL teacher to determine which program best suits the needs of the student. The parents then fill out the program selection form.

1b. A trained pedagogue and administrator is responsible for conducting screening, administering the HLIS, the LAB-R and the formal initial assessment.

1c. The AP of ESL runs the ATS report - RLER - to determine NYSESLAT eligibility. The list is reviewed by the AP and the ESL teachers and given to the testing coordinator, Ms. Remer to create a testing schedule. The ESL and the English teachers are trained to administer the Speaking portion of the exam and they are assigned a group of students to check. Upon the completion of the Speaking portion, the other sections of the NYSESLAT are scheduled during ESL classes and are administered by the ESL teachers. Special attention is paid to attendance and if a student misses a section they are scheduled to retest the following day. Upon receipt of the NYSESLAT results, the child is programmed in the appropriate ESL class. If a child transitions to all-English monolingual classes after becoming proficient in English, he or she can receive bilingual or ESL support, as needed.

2. An orientation is held for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available in the school. In orientations, parents/guardians view an informational video, receive materials about ELL programs in their home language, and are given the opportunity to inquire and discuss the ELL services available to their child (with assistance from a translator, whenever necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. The informational session occurs within the first few days of admission into the school. The LAB-R testing occurs no less than 10 days after admission to the school. The student is placed into an ESL program as per their Lab-R results.

3. The parent fills out all the forms at the time of the informational session and interview. The parent coordinator and a pedagogue or AP assists the parent in filling out the forms and follows-up when necessary. The HLIS and the Program Selection forms are stored in the CUM of each student. An intake log is maintained by the Parent Coordinator for every new student. Entitlement letter records are

mailed out to the parents and a copy is placed in each student's CUM file.

4. To determine the appropriate placement of an ELL, the students testing data, including NYSESLAT, Acuity testing and parental choice is reviewed. Teacher assessment and recommendations are also considered. Guidance counselors, administration and ESL teachers consult with the parents and present their placement recommendations for the student. Both placement letter records and continued entitlement letters are logged and maintained in each student's CUM file.

5. After reviewing the Parent's Survey and Program Selection forms, the trend in parents' first program choice has been Bilingual Education - 99%. Most parents want their child to be in the Bilingual Program so they will continue receiving content knowledge in their native language while acquiring proficiency in the English Language.

6. Yes. The parents want either a Bilingual Program or a Freestanding ESL program. There has never been a request for a Dual Language Program.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										6	6	6	6	24
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In										6	6	6	6	24
Total	0	0	0	0	0	0	0	0	0	12	12	12	12	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	253	Newcomers (ELLs receiving service 0-3 years)	135	Special Education	10
SIFE	79	ELLs receiving service 4-6 years	64	Long-Term (completed 6 years)	54

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	129	40		62	29	3	52	5	7	243
Dual Language										0
ESL	6	4		2	1		2			10
Total	135	44	0	64	30	3	54	5	7	253

Number of ELLs in a TBE program who are in alternate placement: 21

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										84	57	66	36	243
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	84	57	66	36	243								

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ELL classes are departmentalized and push-In for the self-contained class. The ESL classes are homogeneous, the proficiency level is the same in one class based on NYSESLAT and LAB-R results. The students are ungraded, however, when possible, the 9th and 10th grade and the 11th and 12th grade are programmed in separate classes. The self-contained ESL class is heterogeneous (mixed levels) with an ESL and SPED teacher collaborating. The Bilingual Program content area classes are heterogeneous and depend on programming is dependent on a student's grade level and class requirement.

2a. The ESL classes are programmed according to the NYS CR part 154 for instructional minutes. That is why it is necessary to program the ESL classes homogeneously. Administrators, guidance counselors, and a team of teachers come together with the additional support of our Children First Network ELL support coach to create schedules that ensure the mandated number of instructional minutes is provided according to three proficiency levels (beginning, intermediate, and advanced) in the TBE and ESL program models. During a 320 minute school day, all ELL students receive 45 minutes of NLA per day.

2b. Beginning ELLs receive 540 minutes (12 Periods) of ESL per week and 45 minutes of NLA per day. Intermediate ELLs receive 360 minutes of ESL per week and 45 minutes of NLA per day. Advanced ELLs receive 180 minutes of ESL per week (4 periods per week) and English Language Arts (4 periods per week) and 45 minutes NLA per day.

3. The Bilingual program delivers content area instruction in Spanish and English. Since there is a heterogeneous mix of students in the classes, the percentage of native language delivery is never greater than 50%. The Bilingual classes teach students English language as well as Native language proficiency through content with teachers adapting their instruction to ensure students' comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. The subject area teachers include a variety of practices to support students such as the use of graphic organizers, brain storming, literacy circles, interactive bulletin boards, vocabulary building, dual language textbooks, visuals, dual language presentations and translations. In the Freestanding ESL program students are taught their core subjects in English and receive ESL instruction.

A. Programming and Scheduling Information

4. ELLs are appropriately evaluated in their Native Language through oral assessment by ESL or content teachers, through the LAB-R testing and evaluating their Lexile reading scores in Spanish through Achieve 3000. In addition, all Regents exams are made available in their native language if they choose to take it in that language.
5. a. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the AIS necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development.
- b. ELLs in the country for less than three years will receive placement testing to determine specific ESL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education.
- c. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. Furthermore, in order to properly instruct these students, a determination is made by the AP and educators as to whether their proficiency is merely a surface conversational proficiency - they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to respond to higher cognitive demands such as writing or intellectual discussions. If the delay is skill based and not language based then theses students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students program.
- d. The plan for the longterm ELL is to further test the reason they have not attained English Language Proficiency. They will be tested in both languages to determine skill levels as well as intense ESL instruction in the summer and on Saturdays. The ESL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.
6. The program created for ELLs-SWDs is an ICT model. Two teachers, one ESL licensed, the other Special Education with an ESL extension co-teach for a double period each day. The class is separated into cooperative learning groups based on proficiency level and frequent assessments are given which drives instruction. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual spacial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, Achieve 3000 intervention edition, brainstorming, pre-writing and drafting.
7. ELLs with disabilities are given an extra period of AIS in a pull out resource room taught by bilingual or ESL extension Special Education teachers. Instruction focuses on language acquisition through content area instruction as well as skill building. ELL-SWDs ensures that flexible programming is used to maximize time spent with non-disabled peers by scheduling lunch, gym, and music classes inclusively. Students are able to interact socially with their non-disabled peers during these classes.

Courses Taught in Languages Other than English ⓘ

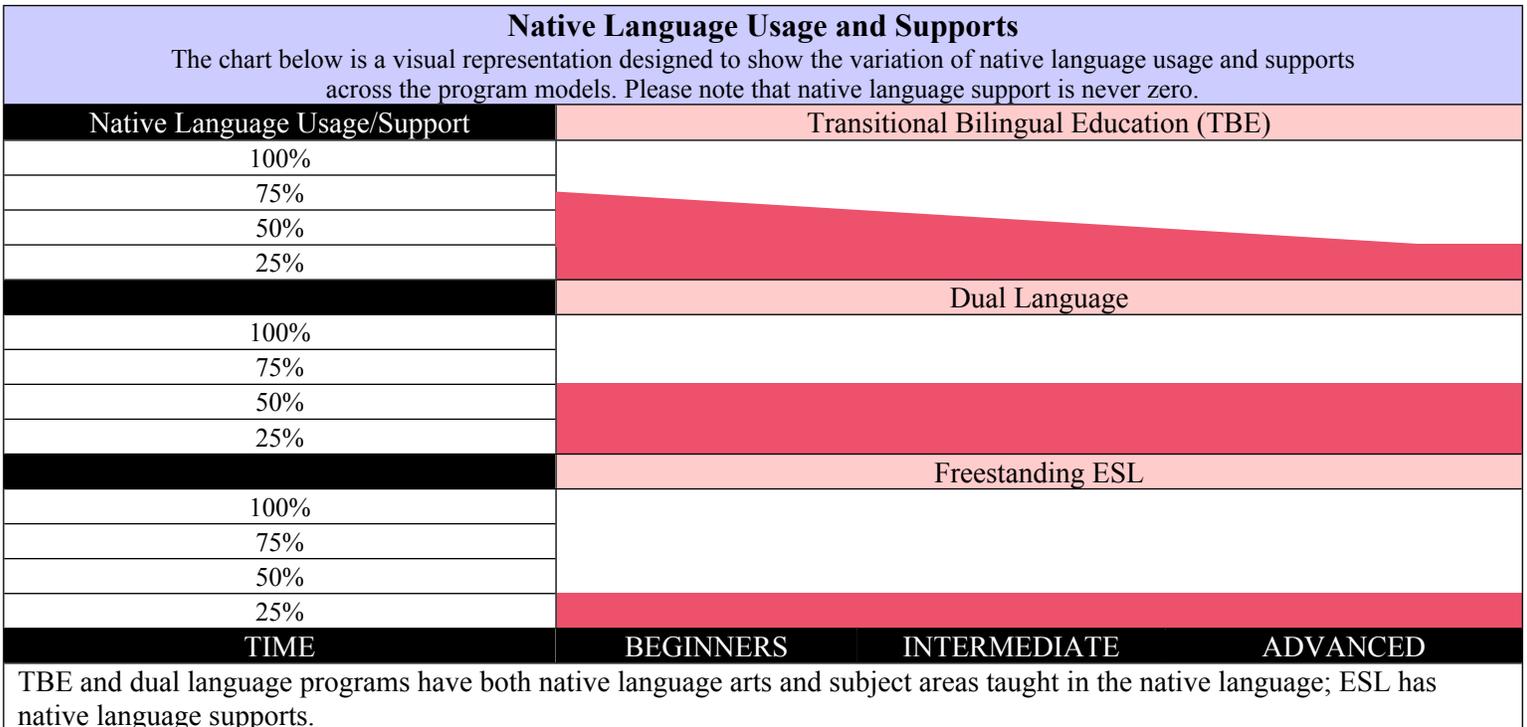
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA, math, and other content areas include: ESL push-in and/or pull-out as needed, co-teaching, Saturday school supplementary support, summer intensive ESL programs and credit recovery. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available for ELLs struggling to pass their classes and/or acquire English at the expected rate of progress.

9. ELLs reaching proficiency on the NYSESLAT are placed in the content classes instructed in English with bilingual and ESL support as needed. Such support as: testing accommodations are made available for up to two years in Regents exams and other assessments. Push-in services would continue to be an option. Proficient ELLs receive socioemotional support from guidance counselor driven advisory groups. These students are also given the opportunity to volunteer as tutors to neighboring middle school ELL students.

10. For SIFE students and long term ELLs, a structured immersion program will be considered and implemented. The language used for instruction for these students will be over 90% English and will include some home language support. The program will provide intensive instruction so students may acquire English and academic content in a limited amount of time. Literacy and other fundamental academic skills will be targeted throughout the curriculum and across content areas.

11. At this point, no program for ELLs will be discontinued. Our programs, however, will be revised using data findings.

12. All school programs are open to ELLs. There is no program they are not allowed to take part in if they wish. There is a Saturday ELL credit recovery program as well as a Summer Intensive ESL program and an ESL Saturday Intensive Program. There is afterschool tutoring with individual teachers. There is also community available tutoring through Alianza Dominicana. There are also clubs and sports teams open to all ELLs.

13. Key instructional materials which have been used to support all ELL subgroups are Q-TEL, Achieve3000, and the frequent use of our school's computer lab. Students are proficient in all the basic software of Microsoft Office, with regular demands for typed reports and powerpoint presentations. Furthermore, teachers have been instrumental in the on-going selection of classroom libraries for all levels and subgroups of students.

14. Native language support in Spanish is provided through a well-planned TBE program. Additionally, Achieve3000 now offers a native language literacy program. Our school has been using this program this year to determine reading lexile levels in Spanish for all of our ELL subgroups. Assessment and data driven instruction is planned collaboratively by NLA teachers using student reports from Achieve3000's NLA edition. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback. Thus, students advance at their individual rate, often exceeding the general plan guideline. As a result, ELLs and former ELLs have great opportunity to work toward the goal of two college level Spanish classes.

15. Services and resources correspond to ELLs as needed regardless of ages and grade levels.

16. Newly enrolled ELLs who arrive before the beginning of the school year participate in the annual orientation. These sessions and materials are provided in native language for both students and parents. If students enroll during summer school, we encourage them to attend our school's summer sessions. Students who enroll after the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. Our guidance counselors continue to monitor students' process of adjustment to the school and to the country. Classroom teachers are the key to observing students as they acclimate. With our weekly

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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14. Native language support in Spanish is provided through a well-planned TBE program. Additionally, Achieve3000 now offers a native language literacy program. Our school has been using this program this year to determine reading lexile levels in Spanish for all of our ELL subgroups. Assessment and data driven instruction is planned collaboratively by NLA teachers using student reports from Achieve3000's NLA edition. Although we have a general four year plan guide for development, students are ultimately programmed and progress based on teacher feedback. Thus, students advance at their individual rate, often exceeding the general plan guideline. As a result, ELLs and former ELLs have great opportunity to work toward the goal of two college level Spanish classes.

15. Services and resources correspond to ELLs as needed regardless of ages and grade levels.

16. Newly enrolled ELLs who arrive before the beginning of the school year participate in the annual orientation. These sessions and materials are provided in native language for both students and parents. If students enroll during summer school, we encourage them to attend our school's summer sessions. Students who enroll after the beginning of the school year receive an equivalent orientation by meeting with individual members of the faculty and support staff. Our guidance counselors continue to monitor students' process of adjustment to the school and to the country. Classroom teachers are the key to observing students as they acclimate. With our weekly

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We are communicating with and including parents in all educational decisions for their ELL or former ELL children. We notify parents of student placement and the various programs available. Parents were given the Entitlement Letter, Non-Entitlement Letter, Placement Letter, and Continued Entitlement Transition Letter. The parents also viewed the Orientation Video for Parents of English Language Learners. Correspondence and informational material is available to parents in their native language. Parents are also provided with interpreters for all parent meetings. Our school utilizes the services of the Bilingual Parent Coordinator that provides our parents with outreach and strategies to raise an academically successful child. Additional parent involvement activities include monthly Parent Association meetings held at the school along with teachers and administration. The College Academy also offers a Parent University program, where parents can come to the school on Saturdays to work with ESL teachers to learn English. NLA enrichment is also offered to parents in the form of a book club led by one of our school's Native Language Arts teachers. On October 26, 2011 a Breakfast with the Principal was held for parents to discuss School Vision, Title I Program, Student Graduation Requirements and ARIS parent link. Breakfast with the Principal will be held in the early spring and late spring of 2012.

2. Our school partners with Alianza Dominicana; their representative is Jocelyn Aponte. We continue this highly successful partnership. Ms. Aponte has a proven record of well-received communication and success among the parents in our community. She provides bilingual materials and speaks with parents in Spanish as needed. Her supports are essential to the inclusion of ELLs and former ELLs in the successful completion of high academic standards for high school graduation and entrance into a college.

3. The needs of the parents are evaluated based on feedback collection during monthly parental meetings, individual parental guidance conferences, parental meetings with the parent coordinator, parental meetings with the assistant principals, parental meetings with teachers, parent communications via phone calls, parent communication via e-mail, the annual parent survey, and parental issues conveyed through students. The sources of feedback listed are frequent and successful in providing a clear picture of what parents desire for their children.

4. Our parental involvement activities address the needs of the parents by allowing them to express their concerns, ask questions, give feedback and monitor the progress of their children. These activities and any materials discussed or used during these activities are provided in English or Spanish as needed.

E. Parental Involvement

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)?

Non-Applicable. Our school does not have a Dual Language Program.

outreach and strategies to raise an academically successful child. Additional parent involvement activities include monthly Parent Association meetings held at the school along with teachers and administration. The College Academy also offers a Parent University program, where parents can come to the school on Saturdays to work with ESL teachers to learn English. NLA enrichment is also offered to parents in the form of a book club led by one of our school's Native Language Arts teachers. On October 26, 2011 a Breakfast with the Principal was held for parents to discuss School Vision, Title I Program, Student Graduation Requirements and ARIS parent link. Breakfast with the Principal will be held in the early spring and late spring of 2012.

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D. Professional Development and Support for School Staff

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

1. Our school will continue its successful practice of Subject Area Team Meetings monthly, weekly study groups, bi-weekly individual supervisor/teacher meetings, informal observations, inter-visitations between levels and contents, and additional development opportunities offered by Achieve3000 and Q-TEL. All of these will be conducted throughout the school year to address the issues and development of quality instruction to meet the needs of the ELLs. These meetings include all content area educators. City-wide Instructional Expectations and the Common Core, Data Analysis and Data Driven Instruction PD was held on September 6th and Improving Teacher Practice and Focus on Student PD was held on September 7th 2011. Improving Teacher Practice by Looking at Student Work and Universal Design for Learning Profession Development on November 8th 2011. Achieve3000 ELL Literacy PD workshops last from 8:30am to 2:30pm and the PD dates for this school year are: October 14, 2011, November 14, 2011, December 12, 2011, January 11, 2012, February 14, 2011, March 12, 2012 and April 16, 2012. ELL Q-TEL 35 hour workshops for scaffolding instruction last from 9am-3pm and will be offered during mid-winter break from February 20, 2012- February 24, 2012.

2. During subject area team meetings, professional development, inquiry team meetings and guidance counselor meetings, the entire educational community of our school discusses the needs of students transitioning from middle school to high school. Teachers of 9th grade and/or transitioning students participate in regular professional development meetings. These meetings include training and supports for awareness the needs of ELLs. The teachers of these transitioning students also participate in grade level teams, and other inquiry teams to analyze data and discuss strategies for each student.

3. All staff at the College Academy have completed and exceeded the 7.5 minimum ELL training hours. Our transitional bilingual program and the ESL teachers continue to participate in Q-TEL offerings and Achieve3000 workshops. Therefore, their pedagogical strategies remain current and effective. Records are maintained by the school pay roll secretary and copies of Agendas from PD meetings as well as certificates of completion at training programs/workshops are kept in each teacher's personnel file at the school.

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Additional Information

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										37	19	15	6	77
Intermediate(I)										32	28	39	21	120
Advanced (A)										21	11	13	9	54
Total	0	0	0	0	0	0	0	0	0	90	58	67	36	251

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										17	10	5	0
	I										27	20	20	10
	A										18	17	24	17
	P										28	11	18	9
READING/ WRITING	B										36	17	14	6
	I										33	28	40	21
	A										18	13	13	9
	P										3	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
8						0
NYSAA Bilingual Spe Ed					9	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed			3				6		9

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							9		9

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	60		24	
Integrated Algebra	37	119	9	14
Geometry	95		6	
Algebra 2/Trigonometry	32		0	0
Math				
Biology				
Chemistry	32		0	
Earth Science	19	63	3	11
Living Environment	25	100	13	27
Physics				
Global History and Geography	28	101	8	8
US History and Government	15	42	2	7
Foreign Language	51		45	
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA	9		9	
NYSAA Mathematics	9		6	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

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)	15	33	21	12				
Chinese Reading Test								

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

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

1. As a high school, the early literacy equivalent for our students is based on a student's adolescent language development in native language and target language prior to entering high school. For students who transition from middle school to our high school, we utilize the existing data on students (NYSESLAT, 4th grade or 8th grade scores, LAB-R scores) in addition to utilizing Achieve3000's reading lexile level diagnostic in both English and Spanish. Additionally, the College Academy native language teachers have developed a diagnostic to determine specific placement in Spanish classes. Therefore, we believe the successful individualization of programming for students is a partnership of the existing NYS data, lexile reading scores, as well as a teacher created school diagnostic. For new entries into New York, the school uses the LAB-R, Spanish LAB, and Achieve3000. This information has proven effective in giving the Assistant Principal data to make effective program level choices for students.

2. The data indicates that student development is consistent with common research; listening and speaking develop first and at a higher rate than reading and writing proficiencies. This is clear as we analyze the data and see that in 9th grade 28 students reached proficiency in listening and speaking, while 3 earned proficiency in reading and writing. The same occurred for 10th grade with 11 proficient in speaking and listening, while 0 developed proficiency in reading and writing. The 11th grade ELLs scored 18 proficient in speaking and listening while 0 rated proficient in reading and writing. While the number of students remaining in the ELL program in 12th grade does drop, 9 of those students earned proficient in listening and speaking while 0 achieved proficiency in reading and writing.

This year's LAB-R scores indicate that of the 19 students so far this year who have entered the school and required the LAB-R exam, 11 of those students are 10th grade based on previous instruction. These students were placed in appropriate ESL beginning or intermediate classes regardless of their actual grade level. The content classes for 11 students who are 10th grade will be Spanish language content classes. Therefore, their content development can continue at a rate equal to their peers while their target language acquisition begins at a more fundamental level than peers who are in ELA classes.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		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: M462 **School Name:** The College Academy

Cluster: 1 **Network:** 107

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.

We have surveyed parents and used the Home Language Survey information to assess our parents' needs. Over 90% of our parents speak Spanish as their native language. The parents spoken language is recorded on and updated on ARIS on the UPPG. The RADL - Adult Information Report has a listing of all relevant information about the parent include spoken and written language. Parent information, including spoken and written language is on the Blue Emergency Cards which every student is required to fill out at the beginning of the academic year. All letters mailed to the homes are written in both English and Spanish by the Parent Coordinator and or bilingual guidance counselors. We use the phone master to relay messages in Spanish to those homes were Spanish is the dominant language. We have two full-time Bilingual Guidance Counselors who provide translation services to the students and parents. If parents speak a language other than Spanish we get a DOE interpreter if necessary.

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.

In order for us to communicate with the majority of our parents and school community, we have determined that we need to have everything translated into Spanish. Currently our school is employed with staff members that speak, read, and write Spanish fluently; including the Assistant Principal of Mathematics, Guidance Counselors, Parent Coordinator, Spanish and Content Teachers, and Family Paraprofessionals, as well as School Aides. If parents speak a language other than Spanish we get a DOE interpreter if necessary. We have approximately 640 families in our school. Of those families, 2 read and speak Haitian Creole, 4 read and speak Arabic, 2 read and speak Bengali, and 1 reads and speaks Portuguese. If needed, translations for parents who read and speak a language other than Spanish are provided either by the campus or through the DOE translation and interpretation unit. Parents are advised of the translation services available at the school at Parent Association Meetings, Parent-Teacher Conferences, home mailings and during various meetins with Guidance and/or Administration.

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.

We currently have a bilingual Parent Coordinator who is able to provide written translation services for all official correspondence coming from our school in Spanish. Once translations of documents have been completed they are kept on file for future use. New correspondence is translated on a needed basis by mail, telephone and meetings. Teachers and staff members are compensated for extra time for translation services. If there is a request for a translation service other than Spanish, we first inquire within the George Washington Educational Campus if there is an employee who can translate the document. If there is no one available, we contact the translation and interpretation unit and we send them any documents we need to have translated as far in advance of distribution as possible. We provide the Bill of Parents Rights and Responsibilities as well as the Discipline Code at the beginning of the school year in the languages that are made available by the DOE. If a parent requests the document to be in a language the DOE has not previously translated, we send the document to the translation unit.

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

Our school staff is able to provide oral interpretation services. We have a full-time school aide and the guidance office to provide on call translation for parents. Our parent coordinator is bilingual and we have a bilingual dean and bilingual guidance counselors. If there is a request for a service other than Spanish, we first inquire within the George Washington Educational Campus if there is an employee who can be part of the meeting and interpret what the parent is saying. If there is no one available, we contact the translation and interpretation unit for interpretation service. As for interpreters attending key school events such as Open House, Parent Association Meetings, Parent-Teacher Conference and Graduation, we pre-assess which language(s) will be needed based on past events, pre-registration information or by using home language survey data and we request the interpreters service.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We provide our parents with written (in Spanish) notification of the translation and oral interpretation services which we provide at our school. Parents are also kept informed through beginning of the year orientations, parent-teacher conferences, SLT meetings, and other events which keep communication channels open for parents.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The College Academy	DBN: 06M462
Cluster Leader: Corine Rello Anselmi	Network Leader: Nancy Scala
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 300 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rational: # ELLs and former ELLs will be enrolled in a regents-bound instructional Saturday Academy, as well as an after school credit recovery program. Both programs will be offered primarily in bilingual Mathematics (Pre-algebra, Algebra, Geometry), bilingual Science (Living Environment, Earth Science, Chemistry), bilingual Social Studies (Global Studies) and English Language Arts for ESL to increase the number of students earning credits and to increase the students' reading, writing, and critical thinking skills in grades 9 – 12.

In addition to after school credit recovery, ELLs will attend the College Academy Saturday program in content areas specific to students' individual needs in order to successfully pass the NYSESLAT and NYS Regents examination. Both after school credit recovery classes and Saturday program classes average 15-20 students in each content area. The Saturday Academy classes will run in two 90-minute segments from 9:00 a.m. – 12:00 p.m. The weekly average for attendance is bilingual sciences 80 students, bilingual mathematics 40 students, and 10 ESL English. The Saturday program will take place on Saturdays – 9:00 a.m. -12:00 p.m during October, November, December, January, February, April, May, June. The after school credit recovery program will take place Mondays-Thursdays from 3-5pm during November, December, January, March, April, May and June.

One ESL certified/licensed teacher and three bilingual dual certified and licensed, experienced, and highly qualified full-time educators will provide instruction covering all content areas for which ELL and former ELL students need support. All teachers are employed with our school during the regular high school hours; therefore, they are well-versed in the high expectations for instruction in these academic intervention service programs. Furthermore, by utilizing the excellent services of our regular faculty, these teachers are familiar with the details of each student's academic challenges and needs.

Students will use additional supplemental books during Saturday Academy and additional ESL class. These titles include: The House on Mango Street, Dominican Dream/American Reality, Buried Onions, NYSESLAT Review workbooks package, Carnival, Flying Home, Hannah and The Hurricane, Little Women, Rip Van Winkle and The Legend of Sleepy Hollow, Muhammad Ali, Julia Roberts, Aladdin, The Big Bag Mistake, The Long Road, Brown Eyes, Mike's Lucky Day, Surfer, Pele, Double Fastback, Series Complete Series, Fastback Series Complete Series, Breaking Through, Miracle's Boys, The Stone Goddess, Parrot in the Oven Mi Vida, Keeper, The Other Side of the Sky, Stuck in Neutral, The Circuit: Stories from the life of a migrant child, Stories of 145th street, Great American Short Stories, Warrior's Don't Cry, Lupita Manana, Julius Cesaer, From one experience to another, Gothic:10, Original Dark Tales, Stories of Eva Luna, Short Fiction by Hispanic Writers, Help Wanted, Krik Krak, 1984, The Black Cat and Other Stories, The Canterbury Tales, The Island Moreau, Outstanding Short Stories, The Prisoner of Zenda, Twelfth

Part B: Direct Instruction Supplemental Program Information

Night- Graphic Novel Picture this Shakes., We Shall Overcome, Maniac Magee, The Outsiders, A Child Called It, The Alchemist, Marco Polo and the Roc Bookroom Package, Fight for Rights Bookroom Package, Pearl Harbor Bookroom Package, D-Day Bookroom Package, Escape from East Berlin Bookroom Package, Napoleon's Last Stand Bookroom Package.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Our high school is comprised of highly qualified, experienced, and teachers with less than five years teaching experience. In order to provide our ELLs with quality instruction and access to higher learning our teachers will need continual professional development in ESL methodology and the Balanced Literacy Approach. All teachers work an 8 hour day comprised of 5 instructional periods, 1 preparation period, 1 lunch period, and 1 circular 6R professional period (in dean's office or attendance office). Therefore, meetings to check the status of ELL's and former ELL's or meeting to discuss general practices to improve ELL and former ELL students growth need to take place either before a teacher's work day begins (teacher shift 8:55a.m.- 3:41 p.m. meeting period 1 or 8:00 until 8:55 a.m.) or after the teacher's work day ends (teacher shift 8:00 a.m. – 2:50 p.m. meeting period 9 or until 3:40 p.m.)

1. Activity: ELL Weekly Professional Development/ At-risk student discussions for Title III students:

(ELL/ Bilingual Content Area partner meetings/groups for the above mentioned teachers who may need to schedule their weekly meeting with the Assistant Principal as well as one of their colleagues)

Rationale: All teachers meet either weekly or bi-weekly for the specific purpose of discussing scholarship, behavior, growth, concerns or other issues of the ELL's, former ELL's or Special Needs inclusion ELL's in the teacher's specific classes. of ELL students will learn ESL methodology Balanced Literacy strategies to improve instruction and student learning and instill these daily rituals,

practices and routines into their daily lesson plans. Approach: Balanced Literacy Workshop Model instruction. Subjects of these discussions meetings include: initial semester diagnostics, communication with parents, conferencing with students during class, differentiation of instruction, identification of individual student's abilities in modalities (speaking/ listening/ reading/writing/pronunciation), use of NYSESLAT or Acuity data for the purpose differentiation, variation of assessments for individual students, modifications in assessments for special needs students who are ELL's, building of students skills in individual students, behavior and academic maturity of students, and other topics that teachers are free to suggest as they see fit in their daily contact with these Title III students. Frequency/Duration: Once, after school, bimonthly, September through June Number of teachers: 20 (individual meetings) 4 ESL certified, 3 NLA certified, 5 bilingual certified, and 8 content certified teachers who instruct former

Part C: Professional Development

ELL's (these meetings include a certified ELL teacher). Measurement/Assessment Indicators: Daily instruction that best meets the needs of individual Title III children. (Additional measures might include: Informal and Formal Supervisory Observations, Walk-Throughs, Intervisitations between colleagues to see best practices)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: When a family registers their child at The College Academy, our Parent Coordinator, Minerva Santiago and Family Paraprofessional, Rosa Tavares are the first to greet the perspective student. If a child is newly enrolled in the New York City Department of Education, then the parents and the perspective student(s) will view an orientation video for Parents of English Language Learners. Upon acceptance the student is evaluated for proper placement into our Bilingual ESL Program.

Because we have a welcoming academic environment that thrives off of communication, parents are invited to complete a Home Language Identification Survey. (HLIS) this survey will indicate if the parent would prefer communication in their native language. As a result, correspondence and informational material is available to parents in their native language, so that the lines of communication remain open. Parents are also provided with interpreters for all parent meetings. Our school utilizes the services of the bilingual parent coordinator that provides our parents with outreach and strategies to raise an academically successful child.

To develop and foster family literacy, parent outreach, and training activities, parent are also evaluated using a parent questionnaire designed to assist parents in becoming active participants in the education of their children .This process allows the Parent Coordinator to assess the types of workshops necessary throughout the year. Some of the workshops include ARIS training, computer training, and general education workshops. All classes offered to our parents are facilitated by licensed pedagogues with the support of the parent coordinator and guidance counselors.

Additionally, our school has a partnership with Alianza Dominicana, a non-profit community development organization. Jocelyn Aponte who is a representative of this community development organization, is also our partime College Advisor. Ms. Aponte has a proven record of well-received communication and success among the parents in our community. She provides bilingual materials and

Part D: Parental Engagement Activities

speaks with parents in Spanish as needed. Her supports are essential to the inclusion of ELLs and former ELLs in the successful completion of high academic standards for high school graduation and entrance into a college.

Throughout the course of the school year, there are various meetings that occur: Parent Teacher Conferences, Open Houses, and parent workshops. To support our bilingual population, there is always more than one staff member who speaks Spanish, including the Parent Coordinator who is available to support parents during these activities and sessions. Furthermore, throughout the year we ensure that parents have an opportunity to get any pertinent information about all school activities by:

- Working with our bilingual Parent Coordinator
- Working with our bilingual Guidance Counselor
- Attending Parent Meetings
- Meeting with our bilingual ESL teacher
- Offering workshops of interest to parents of our ELL students

Specific parent workshops offered are:

- Breakfast with the Principal (to discuss curriculum) October 26, 2011 9am
- ESL Classes for Parents starting on February 28, 2012 Tuesdays from 6-8pm
- Spanish Book Club for Parents beginning March 12, 2012 Thursdays from 4:30-6:30pm (tentative)
- Parenting Classes beginning March 26, 2012 Mondays from 6-8pm (tentative)
- Financial Planning beginning March 26, 2012 Wednesdays from 4:30-6:30pm (tentative)

Our parental involvement activities address the needs of the parents by allowing them to express their concerns, ask questions, give feedback and monitor the progress of their children. These activities and any materials discussed or used during these activities are provided in English or Spanish as needed. Our goal is to communicate with and include parents in all educational decisions for their ELL or former ELL children. As a result, the collaborative efforts of the school and parents only produce strong academic support for our students; this builds community values that will ultimately only lead to success and an increase in our graduation rate.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		