



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : 30Q235

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SUPERINTENDENT: DR. PHILIP COMPOSTO

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
Dr. Carmen Iris Rivera	*Principal or Designee	
Ms. Evelyn Gomez	*UFT Chapter Leader or Designee	
Norma Pinanes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Enna Serrano	Bilingual Teacher	
Tatiana Kornilova	ELL Specialist	
Betty Cartagena	Bilingual Teacher/Data Specialist	
Alejandro Cardona	Title I Parent	
Gladys Coronado	Title I Parent	
Adriana Foronda	Title I Parent	
Hiromi Kaji	Title I 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

By June, 2012, students who were administered the ELA examination in Spring, 2011 will demonstrate an increase of 20 points in the current Spring, 2012 ELA examination as measured by the Scale Score results.

Comprehensive needs assessment

The 2010 -2011 School Progress Report indicates 7th and 8th grade students' underachievement in proficiency levels in ELA.

Instructional strategies/activities

The research-based instructional strategies and activities that will be used to achieve this goal:

Strategies/activities that encompass the needs of identified student subgroups:

The student subgroup (students who have 2011 ELA scores) receive 90 minutes of instruction in ESL daily and an additional 45 minute language arts class three times a week.

Technology based programs such as Achieve 3000, Read 180, and Build a Book are utilized for class instruction.

Periodic assessment and Acuity are utilized to benchmark progress.

In October, 2011 we will begin delivering After school instruction in ELA to complement and reinforce school day activities.

In January, 2012 the students will participate in the English Language Program for the Arts offered through our partnership with Queens Theater in the Park.

a) staff and other resources used to implement these strategies/activities,

All pedagogues (teachers, guidance counselor, social worker)

Parents and / or guardians

Parent Coordinator

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Data Specialist meets with the staff quarterly to discuss trends in student performance and progress.
All teachers maintain Data Binders which reference all test results available. (including teacher-made tests)
Teachers and teacher teams track student performance trends and set goals for subgroups.
Teachers attend professional development workshops and turn-key for other staff members/. (Inquiry, Common Core Curriculum, SIFE)

c) timeline for implementation.
September, 2011 – June, 2012

Strategies to increase parental involvement

The PIP is located at the end of his document.

Strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:

Parents agree to:

- monitor their 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 their 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
- reading to their child and or discuss what my child is reading each day
- participate as appropriate in the decisions that relate to their child's education

Data Specialist met and will continue to meet quarterly with parents to discuss student assessment and interpretation of ARIS . I.S.235 in partnership with the 21st Century Leadership Program offers parents monthly workshops on specific topics designed to involve parents in student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

According to the latest BEDS document, all but one teacher are classified as highly qualified. The one exception has taken the necessary steps to take the content specialty examination that will make him highly qualified.

Service and program coordination

In order to provide our ELLs with additional instructional and student support programs, so that students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this goal we have supplemented programs as listed below:

The instructional materials utilized at the Academy include:

E.S.L. kits (hands on materials, realia, pictures, etc)

Visions Series (including Newcomers version)

Achieve 3000

Comprehensive Reading Assessment (Test preparation for Improved Performance)

Foundations

English Language Arts New York Ready Instruction

New York State English Language Arts Coach Triumph Learning

Reading Predictors Placemen, Diagnosis, Evaluation (Options)

Technology based lessons using the Smartboard (students will use laptops)

21st Century Leadership Grant

Queens Theater in the Park Grant

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Leadership Grant, Queens Theater in the Park Grant and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

Supervisor per session

Professional instructional materials to support curriculum development during the regular school day

Consumable instructional materials for use during extended day programs

Teacher per session (2 days per week) for after school programs and differentiated professional development

Parent Involvement

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June, 2012, students who were administered the MATH examination in Spring, 2011 will demonstrate an increase of 20 points in the current Spring, 2012 MATH examination as measured by the Scale Score results.

Comprehensive needs assessment

The 2010 -2011 School Progress Report indicates 7th and 8th grade students' underachievement in proficiency levels in Mathematics.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
The student subgroup (students who have 2011 Math scores) receive 90 minutes of instruction in Math daily
A new Math Lab (technology based / mathematic manipulatives) is shared by the teachers and their classes to enhance the math curriculum and promote new projects and activities.
Annual "Math Fair" is held every Spring.
Evaluating student progress includes pre and post assessment
Periodic assessment and Acuity are utilized to benchmark progress.
In October, 2011 will begin receiving After school instruction in Math to complement and reinforce school day activities.
- b) staff and other resources used to implement these strategies/activities,
All pedagogues (teachers, guidance counselor, social worker)
Parents and / or guardians
Parent Coordinator
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Data Specialist meets with the staff quarterly to discuss trends in student performance and progress.
All teachers maintain Data Binders which reference all test results available. (including teacher-made tests)
Teachers attend professional development workshops and turn-key for other staff members.

d) timeline for implementation.
September, 2011 – June, 2012

Strategies to increase parental involvement

The PIP is located at the end of his document.

Parents agree to:

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

Strategies for attracting Highly Qualified Teachers (HQT)

According to the latest BEDS document, all but one teacher are classified as highly qualified. The one exception has taken the necessary steps to take the content specialty examination that will make him highly qualified.

Service and program coordination

The instructional materials to be used include:

Impact Math

New York State Math Coach

New Mathematics Lab which includes math manipulatives

Technology based lessons on the Smartboard (Students will use laptops)

Strategies include:

Vocabulary building

Use of visuals when introducing new words and concepts

Building prior knowledge

Buddying and small group

Native Language Support

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Leadership Grant and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

Supervisor per session

Professional instructional materials to support curriculum development during the regular school day

Consumable instructional materials for use during extended day programs

Teacher per session (2 days per week) for after school programs and differentiated professional development

Parent Involvement

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012 100% of IS 235 students will be provided with character skills activities designed to develop strong relationships with their classmates, school community and family. The students will be able to integrate these skills into their daily lives demonstrating an understanding of the negativity of “bullying “as measured by a 3% decrease in school suspensions.

Comprehensive needs assessment

Although 81% of the students on the 2010-2011 School Learning Environment stated that they felt free from bullying by other students that the school, 17% indicated that they felt that way some of the time.
Bullying behavior is a national concern that can be manifested in different aggressive behavior including physical, verbal or psychological abuse. It must be addressed in all schools.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
Creating an anti-bullying committee which is comprised of school staff, students and parents whose purpose will be to develop an Anti-Bullying Campaign
Creating Bullying Prevention and Building Character Programs
Use of the following books “Daily Character Education Activities” and “Bullying: Identify, Cope, Prevent
Role Playing, use of videos, discussions and activity sheets
Guidance Counselor will provide teachers with materials to integrate into their subject areas
- b) staff and other resources used to implement these strategies/activities,
Principal, Teachers, Guidance Counselor, Parent Coordinator, Social Worker
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teacher representatives are on the committee
Teachers and Guidance Counselor prepare a monthly theme on character education
- d) timeline for implementation.
September 2011-June 2012

Strategies to increase parental involvement

The PIP is located at the end of his document.

Strategies for parental involvement:

- Create a safe, supportive and effective learning community for parents and their students
- Create an environment where there is zero tolerance for name calling, teasing and ridicule
- Provide workshops designed to help parents understand the signs that their children may be undergoing bullying or teasing and what to do about it
- Encourage parents to communicate with the guidance counselor, social worker, parent coordinator, teachers, or principal anything that relates to their child feeling uncomfortable at school
- Provide pamphlets, books, websites that parents can use to learn more about how to address the aforementioned situations

Strategies for attracting Highly Qualified Teachers (HQT)

According to the latest BEDS document, all but one teacher are classified as highly qualified. The one exception has taken the necessary steps to take the content specialty examination that will make him highly qualified.

Service and program coordination

- The Violence Prevention Program is addressed through our Bullying Prevention and Building Character Education Programs.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Parent Involvement Funds, 21st Century Leadership Grant and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

Per session (2 days per week) for after school meetings/activities
Parent Involvement

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June, 2012, monthly parent activities and attendance at school events will have increased by 10% thereby encouraging parents to become more actively involved in school processes as measured by attendance sheets.

Comprehensive needs assessment

As evident in the Learning Environment Survey, parents experience a warm and welcoming climate when they come to the Academy. As a result of being a one-year program, new parents and children arrive every school year. The need to assist them in learning about the public school system and becoming actively involved in their child's education is essential.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
 - monthly meetings (translation available)
 - ESL classes (four days a week)
 - ARIS training
 - Computers/laptops available for their use
 - Lending library that includes books and video in English and several languages
 - Baby sitting service available during parent meetings
 - Trips to the public library

- b) staff and other resources used to implement these strategies/activities
 - Parent Coordinator
 - Guidance Counselor
 - Social Worker
 - Data Specialist

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Meet the Teacher
 - Open School Week
 - Fall activities involving the school community (Halloween, Thanksgiving)

Winter activities (Holiday Gathering, Valentine's Day Program)
Spring (Family Recognition, International Night)

d) timeline for implementation.
September, 2011 – June, 2012

Strategies to increase parental involvement

The PIP is located at the end of this document.

Parents agree to:

- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Team
- share responsibility for the improved academic achievement of my child

Strategies for attracting Highly Qualified Teachers (HQT)

According to the latest BEDS document, all but one teacher are classified as highly qualified. The one exception has taken the necessary steps to take the content specialty examination that will make him highly qualified.

Service and program coordination

We partner with the 21st Century Leadership Program to offer monthly workshops to parents focusing on various topics of interest. We also work closely with CIANA (Center for the Integration and Advancement of New Americans) which provides in conjunction with IS 235, educational workshop, translations, family counseling and referral services.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, 21st Century Leadership Grant and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

Per session (2 days per week) for afterschool activities/meetings
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		5	2	2	8	N/A	1	2
7	3	19	8	8	12	N/A	2	5
8	4	28	29	21	17	N/A	1	14
9								
10								
11								
12								

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Achieve 3000, Read 180 during the day and after school ELA Coach in after school
Mathematics	Acuity during the day Breakaway Math during after school Math Coach in after school Math Lab during the day
Science	Science Lab Small group instruction during the day Literacy during the day
Social Studies	CityLore Art program during the day Teaching American History strategies/techniques during the day Small group instruction during the day Literacy during the day
At-risk Services provided by the Guidance Counselor	In class and small group workshops One to one counseling Monthly themes on values education Drug Prevention
At-risk Services provided by the School Psychologist	Not applicable. No school psychologist on staff
At-risk Services provided by the Social Worker	Small group One- to one counseling
At-risk Health-related Services	One to one during the day.

Title I

Parent Involvement Policy and Parent-School Compact for I.S. 235, Academy for New Americans

Section I: Title I Parent Involvement Policy

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 I.S.235, Academy for New Americans, [*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. I.S.235'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 Advisory Council, as trained volunteers and welcomed members of our school community.

I.S.235 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. 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;

I.S.235's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians. 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 I. S.235 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, I.S. 235 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual 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 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);
- 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.

I.S.235 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Enhancing our existing a Parent Resource Center 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; and

- 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;

Section II: School-Parent Compact

I.S.235, [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. I.S.235 staff and the 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.

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 State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by 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 a Title I Parent Annual 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, child care or home visits 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; and 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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. Open School Week)

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents; and ensuring that the Title 1 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;

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.

I will also:

- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- Share responsibility for the improved academic achievement of my child;

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; and
- Always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Carmen Santiago on 11/16/2011.

This Parent Involvement Policy was updated on 11/21/2011.

The final version of this document will be distributed to the school community on 1/25/2012 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 Daniel Purus	District 30	Borough Queens	School Number 235
School Name The Academy for New Americans			

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

Principal Dr. Carmen Iris Rivera	Assistant Principal None
Coach None	Coach None
ESL Teacher Tatiana Kornilova	Guidance Counselor Jimmy Joza
Teacher/Subject Area Evelyn Gomez/Social Studies	Parent Norma Pinanes
Teacher/Subject Area Betty Cartagena/Science	Parent Coordinator Carmen Santiago
Related Service Provider type here	Other type here
Network Leader Daniel Purus	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	4	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	160	Total Number of ELLs	160	ELLs as share of total student population (%)	100.00%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

I.S.235, The Academy for New Americans is designed solely for servicing recently arrived immigrant students and their families. All of our students are newcomers. They are new registrants in the New York City Public School System. A small number of students are transfers from other middle schools but are still recently arrived students. I.S. 235, The Academy for New Americans provides a programmatic option designed to assist newly arrived immigrant students who need to develop proficiency in the English language and their families to successfully adapt to their new environment and to cope effectively with the many challenges that accompany immigration to New York City. The Academy provides an excellent array of educational, counseling, and human services on a transitional basis to help meet the linguistic, instructional, and other needs of its students and their families. For these English Language Learners, their length of stay at the Academy is only one school year. Thereafter, the eighth graders continue onto high schools and the sixth and seventh graders return to their zoned schools. Our Academy motto, "A Passport to a New Beginning" reflects on our program goals to assist students in adjusting to their new setting and prepare them for their eventual transition to other schools and society as a whole. At registration or shortly after (within 10 days), students are given our schools based Placement Test for ESL, Math and where possible native language test. In addition the testing coordinator also administers the LAB-R. Students are then placed in appropriate ESL classes using three categories: Beginners (most of the students fall in this category) Intermediate and Advanced. For native language classes, students are placed according to their ability level in Math, Science and Social Studies. Bilingual classes also include native language arts. School projects and activities are conducted in the native language as well as in English. Infused into our curriculum are the values of respect for bilingualism and cultural awareness. Bilingual proficiency and biculturalism is encouraged by our multi-lingual staff members who are licensed and qualified content area and ESL teachers. The assessment of new entrants in the school is accomplished by providing them with school-based tests in different languages in order to assess their skills and place them accordingly. When possible, students test in their native language when taking city and state-wide tests.

2. What structures are in place at your school to ensure that parents understand all three program choices? (Transitional Bilingual, Dual Language, and Freestanding ESL) Please describe the process, outreach plan, and timelines.

At registration, the Parent Coordinator greets parents and/or guardians giving them a brief summary of school goals, school program choices, and a parent booklet that informs them about school policies, rules, expectations and an introduction to the NYC school system in general. At registration or within the first week after registration, parents are asked to attend an orientation that gives them a thorough overview of our available transitional bilingual and freestanding ESL programs. Parents watch the New York City Office of English Language Learners informative video that thoroughly describes parent choice and parent rights. The parent coordinator and guidance counselor are readily available to answer questions and concerns. Parent outreach activities include monthly workshops that provide valuable information concerning getting acquainted with the NYC school system, coping with adolescence, health related

issues, and how to help your child succeed in school. Available at the Academy are parent classes on three weekday mornings. Parents are encouraged to participate in Parent Association and School Leadership Team as well as school based activities.

3. Describe how your school ensures entitlement letters are distributed and Parent Survey/Program Selection Forms are returned?

The Parent Coordinator maintains a list of students and their parents and/or guardians. She invites parents/guardians to orientation sessions. Immediately after the orientation period, the parents are provided with the Parent Survey and Program Selection Forms. They are permitted to take them home to discuss with family members and are also given the option to ask for assistance and complete the forms at school. The parent coordinator makes certain that she has received the signed forms from each student’s parent and files them accordingly. Parent choices are granted.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

The parent choice is honored. Upon admission to the school, each student is administered the school’s placement test and the LAB-R. The testing coordinator administers a brief oral interview. According to the results of these tests and the test coordinator’s recommendation, the student is placed in level appropriate classes. Most of the languages represented by parents are spoken by the multilingual teaching staff at the Academy. If needed, these teachers are available to translate for parents.

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?

The identified trend in program choices is essentially 90% of parents prefer their children receive content area instruction in their native language as well as intensive E.S.L. classes. Obviously, parents see the value of their children continuing to build academic skills while learning English.

6. Are the program models offered at your school aligned with parent requests?

Yes. Parents request our two program models. Once the parent orientation is complete, parents have had an opportunity to visit classes in session, and all their questions have been answered, they are satisfied in placing their children in the program models offered in the school.

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 checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	2	2					5
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							1	1	2					4
Push-In							0	0	0					0
Total	0	0	0	0	0	0	2	3	4	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	160	Special Education	0
SIFE	30	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	79	16								79
Dual Language										0
ESL	81	14								81
Total	160	30	0	0	0	0	0	0	0	160

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	21	44					79
Chinese							0	0	0					0
Russian							1	0	0					1
Bengali							6	9	21					36
Urdu							1	3	1					5
Arabic							7	4	6					17
Haitian							0	2	1					3
French							0	0	1					1
Korean							1	0	1					2
Punjabi							0	0	1					1

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
Polish														0
Albanian														0
Yiddish														0
Other							4	6	5					15
TOTAL	0	0	0	0	0	0	34	45	81	0	0	0	0	160

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	0	4					5
Chinese														0
Russian							1							1
Bengali							6	9	21					36
Urdu							1	3	1					5
Arabic							7	4	6					17
Haitian							0	2	1					3
French									1					1
Korean							1		1					2
Punjabi									1					1
Polish														0
Albanian														0
Other							3	11	7				5	26
TOTAL	0	0	0	0	0	0	20	29	43	0	0	0	5	97

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?

Paste response to questions 1-7 here

1. How is instruction delivered?

- a. What are the organizational models (e.g. Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

The organizational model at the Academy is the utilization of departmentalized classes by grade level. Students are placed in homogeneous classes that meet their academic needs.

A. Programming and Scheduling Information

- 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 one class])?

The program models travel in Block and Heterogeneous for content areas. For ESL classes, they are grouped according to English language skills based on the results of LAB-R, NYSESLAT and teacher created tests.

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)?

The transitional bilingual program model at the Academy upholds the mandated number of instructional minutes for language of instruction in the classroom. For beginner classes, the 90 minutes of native language instruction and 10 minutes of ESL is sustained. As students progress, the 75 minutes native language instruction and 25 minutes of ESL is introduced to the class. Eventually the 50 minutes of native language instruction and 50 minutes of ESL is utilized for teaching. Finally, 75 minutes of English to 25 minutes to 25 minutes of native language is accomplished.

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.

CR Part 154 guidelines are firmly followed. For beginner transitional bilingual classes, teachers utilize the program models for native language instruction including an intensive review in English. For the Freestanding ESL classes, teachers utilize instruction in English incorporating ESL techniques and strategies.

4. How do you ensure the ELLs are appropriately evaluated in the native languages?

We order citywide and statewide tests in the languages that are available in the native language for those students who are entitled to it. We also provide the students with bilingual glossaries. Bilingual teachers provide teacher made tests in content area in the native language.

5. How do you differentiate instruction for ELL subgroups?

Teachers teach concepts to the entire class. They then assist and guide students as they are paired or placed in small groups to work on activities and or specific assignments. As students progress and advance their skills, they are regrouped. Teachers maintain portfolios and work folders for each student. They conference with students to discuss their work and progress in class as they set future goals. The teacher also meets with the student's other teachers on a regular basis. Student performance and abilities are considered by the teachers as they share successful strategies with one another. There is a constant re-evaluation of student needs; and teachers plan accordingly.

- a. Describe your instructional plan for SIFE.

SIFE students are mainly identified at registration. The guidance counselor meets with parents of SIFE students to discuss their needs and provides ongoing assistance. The SIFE educational plan includes a two-period block of literacy development classes daily, small group instruction and peer tutoring. In addition, SIFE students attend after-school tutoring and homework help. The guidance counselor meets weekly with each SIFE student to assist with social/emotional development.

- b. Describe your plan for ELLs in US schools less three years (newcomers). Additionally, because NCLB now requires ELA testing for

ELLs after one year, specify your instructional plan for these ELLs.

All students at the Academy are newcomers. As we receive newly arrived immigrant students and their families throughout the school year, our goal is simply to provide the best possible services for them. New students receive a buddy student, usually from the same country and in the same class to orientate and assist them during the adjustment period. New students are introduced to a staff member who

A. Programming and Scheduling Information

speaks their native language so that if there is a need they can feel free to go to the staff member. Our multilingual highly qualified staff provides assistance to students and their parents using the major language represented in our student population which includes Spanish, Bengali, Chinese, Arabic, Hindi, French, Greek and Russian. Parents and students are given a tour of the school. Parents are invited into the Guidance suite where they will meet the Parent Coordinator and School Guidance Counselor. New parents are welcomed by the Parent Association President either in person or via a telephone call. New parents are referred to parents from their own country whose children attend the Academy for further assistance and guidance.

The instructional plan for ELLs who will be assessed in ELA includes 90 minutes of ESL instruction daily, focusing on building listening, speaking, reading and writing skills. In addition, a Language Arts class 3 times a week which provides more intense instruction in analyzing and interpreting literature. Furthermore, each content area teacher is using strategies such as vocabulary building, scaffolding, modeling, activating prior knowledge and building schema. We also provide after school and our Saturday Day Academy concentrating on building English language and Math skills.

c. Describe your plan for ELLs receiving service 4 to 6 years.

We are a one year program school for newcomers. Therefore, there are no ELLs who have been in the public school system for 4 to 6 years. This does not apply.

d. Describe your plan for Long-Term ELLs (completed 6 years).

As previously noted, we are a one year program for newcomers. There are no ELLs who have been in the public system for 4 to 6 years. This does not apply.

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?

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
restrictive environment	100%		
	75%		
As previously noted, we are a one year program school for newcomers. No ELLs have been identified as having special needs.	50%		
	25%		
	Dual Language		
	100%		
	75%		
	50%		
	25%		
	Freestanding ESL		
	100%		
	75%		
	50%		
	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

- heritage classes

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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.

Targeted intervention programs for ELLs in ELA, math and other content areas are ongoing and consistent. They include:

- a. Peer tutoring (Buddy system)
- b. Small group instruction
- c. Differentiated instruction; individualized classroom assignments and projects
- d. On-going counseling with Guidance Counselor or Social Worker, as needed
- e. 37.5 minutes of guided assistance in the native language, as needed
- f. After school homework help and tutoring

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

We provide differentiated instruction that supports individualized lessons. This includes individualized reading programs such as Achieve 3000 and Read 180.

10. What new programs or improvements will be considered for the upcoming school year?

This year we will utilize Read 180, Achieve 3000 and Build A Book. All focus on literacy development through writing and reading. These programs will also encourage active participation in school as well as in the home. The Build a Book program is web based. It gives students an opportunity to create digital books with illustrations and audio narration. The program is designed to improve a student's ability to write, read, speak, design and use technology.

11. What programs/services for ELLs will be discontinued and why?

We are discontinuing the program System 44 because it does not meet the needs of the students.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are ELLs. School programs are open to all of our students. After school programs and supplemental services include homework help, ESL, math, drama, chorus, art, soccer and baseball.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials utilized at the Academy include:

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Paste response to questions 8-17 here

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- e. 37.5 minutes of guided assistance in the native language, as needed
- f. After school homework help and tutoring

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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10. What new programs or improvements will be considered for the upcoming school year?

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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are ELLs. School programs are open to all of our students. After school programs and supplemental services include homework help, ESL, math, drama, chorus, art, soccer and baseball.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials utilized at the Academy include:

- E.S.L. kits (hands-on materials, realia, pictures)

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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Professional development is ongoing. The teaching staff receives professional development from many sources. Some sources include colleagues on staff. Current ESL strategies and techniques and bilingual methodology, second language acquisition, best practices for subject area teaching, incorporating the core curriculum and ESL standards and technology in the classroom are some of the topics of discussion at staff meetings and professional development activities. In addition, the teaching staff attends workshops provided by the CFN and Office of Language Learners. Subject area and ESL teachers attend weekly planning meetings where they discuss student progress, teaching strategies and other pertinent matters.

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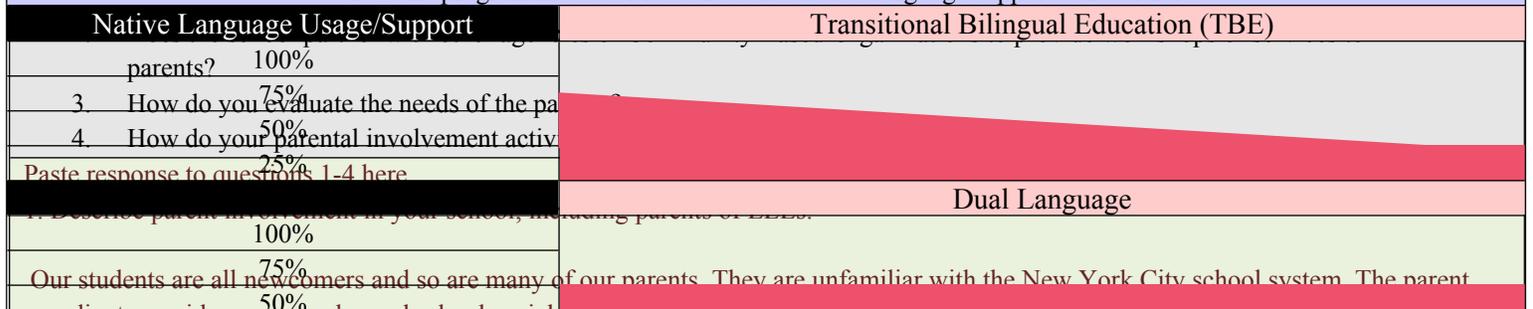
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Native Language Usage and Supports

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



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?

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes. We partner with the Twenty-First Century Leadership Program and to CIANA (Center for the Integration and Advancement of New Americans) who offer workshops to parents that focus on various topics in various languages.

3. How do you evaluate the needs of the parents?

Parents benefit from our open door policy. They are always welcomed in our school. They develop a good relationship with the parent coordinator and the administrative staff. This helps them to feel free to discuss concerns and share their feelings with staff and each other. The parent coordinator also sends parents a questionnaire asking them to contribute their thoughts, opinions and desires on school matters. This helps us to assess their needs and plan accordingly.

4. How do your parental involvement activities address the needs of the parents?

The parent involvement activities allow parents and guardians to develop survival skills in their new environment. ESL classes at the Academy assist parents in learning basic language skills that can be applied to their immediate needs. Many parents find themselves needing to re-connect with their children that were left in their country as youngsters while they came to the United States to establish themselves. Reunion of parents and children sometimes takes years to come to fruition. New parents and their adolescent children must adapt to their new found families and environment. Our activities provide parents and students with suggested resources for coping with this delicate situation. Other activities offered at the Academy help parents with parenting skills, refer them to community agencies that can assist in immigration issues, housing, shelter and family health care.

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.

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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.

Targeted intervention programs for ELLs in ELA, math and other content areas are ongoing and consistent. They include:

- a. Peer tutoring (Buddy system)
- b. Small group instruction
- c. Differentiated instruction; individualized classroom assignments and projects
- d. On-going counseling with Guidance Counselor or Social Worker, as needed
- e. 37.5 minutes of guided assistance in the native language, as needed
- f. After school homework help and tutoring

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

We provide differentiated instruction that supports individualized lessons. This includes individualized reading programs such as Achieve 3000 and Read 180.

10. What new programs or improvements will be considered for the upcoming school year?

This year we will utilize Read 180, Achieve 3000 and Build A Book. All focus on literacy development through writing and reading. These programs will also encourage active participation in school as well as in the home. The Build a Book program is web based. It gives students an opportunity to create digital books with illustrations and audio narration. The program is designed to improve a student's ability to write, read, speak, design and use technology.

11. What programs/services for ELLs will be discontinued and why?

We are discontinuing the program System 44 because it does not meet the needs of the students.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are ELLs. School programs are open to all of our students. After school programs and supplemental services include homework help, ESL, math, drama, chorus, art, soccer and baseball.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials utilized at the Academy include:

B. Programming and Scheduling Information--Continued

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The instructional materials utilized at the Academy include:

- E.S.L. kits (hands-on materials, realia, pictures)

Additional Information

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Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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)							21	30	62					113
Intermediate(I)							1	0	0					1
Advanced (A)							7	8	15					30
Total	0	0	0	0	0	0	29	38	77	0	0	0	0	144

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B								5	5				
	I								4	21				
	A								8	15				
	P								8	4				
READING/ WRITING	B								7	26				
	I								7	12				
	A								7	3				
	P								4	4				

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	0	4	9	5	5	0	2	0	25
8	1	5	9	11	6	7	2	2	43
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	8	5	18				
Chinese Reading Test								

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Academy for New Americans		School DBN: <u>30Q235</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Iris Rivera	Principal		11/23/11
	Assistant Principal		11/23/11
Carmen Santiago	Parent Coordinator		11/23/11
Tatiana Kornilova	ESL Teacher		11/23/11
Norma Pinanes	Parent		11/23/11
Evelyn Gomez	Teacher/Subject Area		11/23/11
Betty Cartagena	Teacher/Subject Area		11/23/11
	Coach		1/1/01
	Coach		1/1/01
Jimmy Joza	Guidance Counselor		11/23/11
Daniel Purus	Network Leader		11/23/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q235 **School Name:** I.S.235, Academy for New Americans

Cluster: 2 **Network:** 208

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.

The Academy has a multi-lingual staff. Where possible, written communication to parents and care-givers is provided in English and the native language. Translations are made available in the major languages represented by the student population. These languages include Spanish, Bengali, Hindi, Chinese, and Portuguese. Furthermore, written communication that is provided directly from the Department of Education and readily available in a variety of languages is downloaded and disseminated to the intended parents. Oral translators are provided at school meetings. Teachers and other staff represent languages that include Spanish, Italian, Arabic, Urdu, French, Hindi, Greek, Russian, Chinese, and Bengali. Translation and interpretations service signs are posted by the "Sign-In" desk and the Main Office. Our parent coordinator is very accomodating and helpful to the families. She provides assistance and utilizes various resources to provide the necessary communication in many languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of the Academy's written translation and oral interpretation needs confirm that a large majority of parents and care-givers of our newcomer students are newcomers as well. They do not have proficiency in English. Therefore, the school community is informed of our findings informally upon arrival and at orientation meetings. They are also provided with the Academy's mission/ plan to address these needs. Information is disseminated at parent meetings, workshops, parent/teacher conferences, and school committees. The Academy offers ESL classes, bi-lingual dictionaries and glossaries, bilingual books and magazines from our lending library.

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.

Using the available data that includes parent interviews and home language survey documents, the Academy staff will continue to provide a warm and welcoming environment for newcomer families. As needed, school staff provides written translations. Whenever letters or notices are provided to the school community, translated versions are included. If languages other than the ones identified are needed, we will contact the Department of Education or a community based organization in our area. All translations are made immediately available and are provided with the English version.

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 multi-lingual staff is available to serve as translators as needed. If teachers cannot come immediately, they assist at some time during the day. For parent meetings and workshops, translations will be arranged in advance. Often times, parents agree to volunteer as translators for other parents. They are approached in advance as well. Many parents are happy to assist in this way. The parent coordinator maintains a list of volunteers.

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>.

The Academy prides itself in serving the needs of parents and care-givers. We provide assistance in all the major languages represented by the parents. However, sometimes there is a need for translation in other languages such as Turkish, Tagalog, Thai, or Polish. Unfortunately, speakers of these languages are not on our staff. We make provisions by asking other parents who speak these languages and have a command of English to partner with these parents. We will encourage parents to bring interpreters who are over 18 years old to assist them. For written translations in these languages, the Academy will contact the Translation and Interpretation Unit or community based organizations. All parents are invited to attend ESL classes at the school that help parents build English language skills.

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: I.S.235, Academy for New Ameri	DBN: 30Q235
Cluster Leader:	Network Leader: Daniel Purus
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 150
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

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:

I.S.235, Academy For New Americans Title 111 after-school and Saturday program will provide our newcomer English Language Learners with supplemental instruction in English as a Second Language and mathematics. The program is scheduled for implementation four days per week for 26 weeks and 17 Saturday Academy days. Students will attend Monday through Thursday from 3:00 – 4:30 and Saturdays. The program will serve approximately 180 students. The supervisor will oversee the program providing guidance and assistance to teachers, parents, and students. The supervisor will also provide professional development activities as well as orientation to the parents. The school aide will assist teachers with attendance, phone calls to parents as needed, snacks, etc.

The proposed program will consist of Mathematics, ESL, ELA, and homework help. Technology based projects and activities will also be included. As one of the many strategies and techniques that teachers will utilize in this program, students will engage in three computerized programs, Achieve 3000 that is designed to build their language skills, Acuity and Read 180 that is designed to help students build reading skills. ACCESS ESL for Newcomers, Building Literacy Through Learning, is a series that will be utilized in this program as well. The teachers will facilitate the computerized ESL programs by assigning student differentiated tasks and monitoring student progress. For project-based learning in Mathematics, students will be involved in group activities that include research and use of technology. Additional strategies that will be incorporated by the teaching staff include scaffolding, turn and talk, gallery walk, choral speaking, read alouds, freeze frames, and total physical response. Students will have the opportunity to engage in an integrated language learning experience as they develop skills through structured, research-based activities. Utilizing the common core standards, teachers will plan age-appropriate lessons that will help students develop their ability to analyze, synthesize, reason, problem-solve, and evaluate concepts taught. The goal is to assist students in building higher order knowledge and academic skills in English.

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

Part C: Professional Development

Begin description here:

Title 111 Professional Development is needed to keep the ESL and Bilingual teachers abreast to using current strategies for aligning curricula to state standards. The PD includes monthly meetings throughout the school year with the supervisor to discuss and plan differentiated instructional tasks and activities, common core standards, and student data. Using the books, "Differentiated Instructional Strategies, One Size Doesn't Fit All" by Gayle H. Gregory and Carolyn Chapman and "Creating the Opportunity To Learn - Moving From Research To Practice To Close The Achievement Gap" by A. Wade Boykin and Pedro Noguera, ESL and Bilingual teachers will examine and discuss research based suggested techniques and strategies for classroom use. Teachers will share best practices and effective instructional approaches. Teachers will also discuss student engagement and student progress. Additional topics for the meetings incorporate extensive use of the Achieve 3000, Read 180, and Access ESL instructional materials utilized in the after-school and Saturday programs.

PD will include attendance at workshops and conferences conducted through the Department of Education and other institutions and in-house training on computer technology. Teachers will attend workshops especially focusing on English language learners. They will involve themselves in turn-key training once they return to the school in order to share acquired knowledge with their colleagues.

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:

Parents play a crucial role in the academic success as well as the overall well-being of their child. The Academy staff works with parents as partners in education. A welcoming environment is provided for them to encourage their active participation in school matters.

At the Academy, Title 111 funds as well as other resources are utilized for parental involvement. All letters and flyers provided to parents are sent in English and Spanish, Bengali, and Arabic. The Parent Coordinator makes follow up telephone calls to parents as well. In September, parents are invited to attend an orientation session that includes a description of the Title 111 program. Books and other reading materials are purchased for parents to read and further familiarize themselves with educational policies and school activities. They are also invited to an open house in the fall and in the spring. Parents are encouraged to attend ESL weekday morning classes at the Academy. The following workshop

Part D: Parental Engagement Activities

meetings are planned for the school year: Sept. - Orientation to the New York City Public School System for newcomer parents; Oct. - How to apply to desired high schools; Nov. - Parent/Teacher relationship; Dec. - Family Talk -Communicating and understanding your adolescent child; Jan. - Test preparations and homework help; Feb. - CyberSafety; Mar. - Organized for Life: Goal Setting and Organization for Parents and Students; Apr. - Keeping it Cool: Conflict and Anger Management; May - Smart Technologies in the Classroom; June - Community Activities for Summer Enrichment Programs and Jobs for Adolescents. Each workshop is approximately two hours long. These workshops are provided by the 21st Century Leadership Grant and CIANA (Center for the Integration and Advancement of New Americans).

Parents are provided with a monthly report of their child's progress. They are invited to comment or contact the school if they have concerns. If so, intervention includes a meeting with the parents and the teacher and sometimes the student as well. A final report is sent to the parents at the end of the program. Excellent attendance, participation, and other commendations are granted to students at a final meeting where they receive certificates and awards.

Part E: Budget

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

Allocation Amount: \$29644

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 	22,641	Per session for after-school and Saturday Academy (Teachers and Supervisor)
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. 	7,003.00	Professional Books and materials Access ESL texts and workbooks ESL reading books and materials Instructional materials - (notebooks, construction paper, art supplies, graph paper, math manipulatives, markers, etc.
Educational Software	0	0

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$29644

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	0
Other	0	0
TOTAL	29,644.00	29,644.00