



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** THE PREPARATORY ACADEMY FOR WRITERS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 29Q283

**PRINCIPAL:** CHARLES ANDERSON **EMAIL:** CANDERSON15@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**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
Charles Anderson	*Principal or Designee	
Mark Heilbrunn	*UFT Chapter Leader or Designee	
Dennis Ifil	*PA/PTA President or Designated Co-President	
Shanay Freeman	DC 37 Representative, if applicable	
Cristol Thomas	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Pat Riley	CBO Representative, if applicable	
Michelle Tyne	Member/teacher	
Jordan Vickers	Member/teacher	
Azizi Davis	Member/teacher	
Kristina Murray	Member/parent	
Darlene Williams	Member/parent	
James Pressey	Member/parent	
Keangela Moore	Member/parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

**We will increase the percentage of students graduating from our high school within four years from 68% during the 2010-2011 school year to 75% during the 2011-2012 school year.**

#### **Comprehensive needs assessment**

- The percentage of students graduating within four years has fluctuated greatly between the two years in which our school has had graduating classes. Two years ago our graduation rate was at 83%, but dropped sharply last year to 68%.
- There were a number of students in last year's cohort who were not discharged with the proper documentation.
- Although off-track students were programmed and given a graduation plan that, if followed, would allow them to graduate on time, there were three students who were unable to pass Regents exams and therefore were unable to graduate on time.

#### **Instructional strategies/activities**

- Students and parents of students who are off-track will meet with guidance to ensure they are properly programmed to meet graduation requirements. In addition, individual action plans for Regents preparation and online credit recovery will be designed and signed by both parents and students.
- Teachers of off-track seniors will be notified of their students' particular needs in terms of required credits and Regents exams.
- A workshop on the college application and financial aid process will be held for senior and juniors parents in November.
- We have developed forms and procedures for collecting the required documentation before discharging students.

#### **Strategies to increase parental involvement**

- Parent workshop on the college admission process
- College Fair
- Parent workshop on financial aid and scholarship opportunities

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Not applicable to this goal

#### **Service and program coordination**

- A partnership with a community based organization, Crossroads Connections, has allowed us to pair off track seniors with social work interns.
- All senior teachers have been provided with a list of off track students and their graduation requirements and a guidance counselor has been scheduled time to meet with these students 4 days a week and these teachers once a week to coordinate efforts.

#### **Budget and resources alignment**

- Title I STH  
Aventa online credit recovery courses are being offered to seniors and they have been scheduled in the computer lab with a teacher according to their needs.
- Tax Levy Fair Student Funding:  
The school has extended the length of periods and reduced the number of classes teachers are teaching in order to transition from semester-based marking periods to trimesters. This will allow students to earn more credits during the school year and a higher percentage of students on track to graduate on time.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

**We will increase the number of students who receive advanced Regents diplomas from 0 students to 10 students during the 2011-2012 school year.**

### **Comprehensive needs assessment**

- The school has not had a single student pass the math Regents exams required for an advanced Regents diploma.
- Students have not been required to take the courses necessary for advanced Regents diplomas
- We do not offer a course that bridges that gap between Integrated Algebra and Algebra 2/Trig

### **Instructional strategies/activities**

- We will be offering Regents prep classes for Algebra2/Trig students on Saturdays and after school 2 days a week.
- We will increase the frequency of informal observations in the Algebra2/Trig classes.
- We have increased the number of instructional minutes during each period.
- We will be sending our Algebra2/Trig teacher to visit Alg2/Trig classes at other College Board schools.

### **Strategies to increase parental involvement**

- We have met with junior and senior parents to explain our school policy of programming students for advanced Regents diplomas.
- We will offer a workshop during the December PTA meeting that provides parents with resources for preparing for Algebra 2/Trig Regents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Current staff is currently highly qualified as defined by our BEDS survey, but will continue to receive professional development through Teachers College

### **Service and program coordination**

- Tutoring for Algebra 2/Trig students will be conducted after school two days a week and on selected Saturdays in order to prepare students to pass the Regents exam in that subject.

### **Budget and resources alignment**

- Per Session, Tax Levy Fair Student Funding:  
Tutoring for Algebra 2/Trig students will be conducted after school two days a week and on selected Saturdays in order to prepare students to pass the Regents exam in that subject.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

**Increase the percentage of middle school students receiving level 3 or 4 on math State exams from 32.3% to 40%.**

#### **Comprehensive needs assessment**

- The percentage of students who scored at level 3 or 4 on math State exams was 32.3% in the 2010-2011 school year. This number was up from the previous school year when only 26.2% of middle school students received a 3 or 4 on the math State exam.

#### **Instructional strategies/activities**

- We have increased the number of instructional minutes our middle school students receive math. Our 6<sup>th</sup> graders receive an additional 60 minutes per week and the 8<sup>th</sup> graders receive an additional 62 minutes of math instruction every day.
- We have revised curriculum to better prepare students for the State exam based on an item/skills analysis of last year's exam and quarterly predictive done within the school.
- Teachers have added performance based summative assessments to each unit of study that we hope will better prepare students to apply math skills to a variety of circumstances.

#### **Strategies to increase parental involvement**

- We will offer workshops for middle school parents on Saturdays during which our math teachers expose parents to State exam problems and provide resources that they can use at home.
- We will continue to use our online gradebook to provide parents with up-to-date student performance data

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Current staff is currently highly qualified as defined by our BEDS survey, but will continue to receive professional development through Teachers College

#### **Service and program coordination**

- All students will receive small group guidance and academic intervention at least once a week for a period of 57 minutes on average during the school day.
- Students who are struggling academically according to class grades updated every week will be mandated to attend an extended day session four days a week.
- Students who performed poorly on math State exams will receive access to Carnegie Learning, an online tool for math support.

#### **Budget and resources alignment**

- Tax Levy Fair Student Funding:  
We have hired an additional middle school math teacher and arranged the schedule so that teachers have only one lesson and two sections to teach each day.  
We have increased the number of instructional minutes our middle school students have math.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	69	69	69	69	4	0	11	4
<b>7</b>	64	64	64	64	3	0	15	3
<b>8</b>	69	69	69	69	8	0	13	6
<b>9</b>	93	93	93	93	13	0	22	10
<b>10</b>	75	75	75	75	8	0	9	4
<b>11</b>	46	46	46	46	0	0	5	0
<b>12</b>	49	49	49	49	1	0	8	0

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
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Differentiated instruction based on current unit of study and Achieve 3000</li> <li>2. Small group instruction</li> <li>3. During the school day once a week and after school four days a week</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Differentiated instruction based on current unit of study and Carnegie Learning</li> <li>2. Small group instruction</li> <li>3. During the school day once a week and after school four days a week</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Differentiated instruction based on current unit of study</li> <li>2. Small group instruction</li> <li>3. During the school day once a week and after school four days a week</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Differentiated instruction based on current unit of study</li> <li>2. Small group instruction</li> <li>3. During the school day once a week and after school four days a week</li> </ol>
<b>At-risk Services provided by the Guidance Counselor</b>	<ol style="list-style-type: none"> <li>1. Differentiated services based on student needs</li> <li>2. Individual and small group counseling</li> <li>3. During the school day</li> </ol>
<b>At-risk Services provided by the School Psychologist</b>	<ol style="list-style-type: none"> <li>1. Differentiated services based on student's IEP</li> <li>2. Individual and small group counseling</li> <li>3. During the school day</li> </ol>
<b>At-risk Services provided by the Social Worker</b>	<ol style="list-style-type: none"> <li>1. Differentiated services based on student needs</li> <li>2. Individual and small group counseling</li> <li>3. During the school day</li> </ol>
<b>At-risk Health-related Services</b>	<ol style="list-style-type: none"> <li>1. Differentiated services based on student needs</li> <li>2. Individual services</li> <li>3. During the school day</li> </ol>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christop GrollCristina Jimenez</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>283</b>
School Name <b>Preparatory Academy for Writers</b>			

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

Principal <b>Charles Anderson</b>	Assistant Principal <b>Christopher Tidridge</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Rosa Hamlet</b>	Guidance Counselor <b>Jordana James</b>
Teacher/Subject Area <b>MaryAnne Haarhaus/English</b>	Parent <b>none</b>
Teacher/Subject Area <b>Nicole Thomassen/Spanish</b>	Parent Coordinator <b>Tanya Gilliard</b>
Related Service Provider <b>Azizi Davis, Spec. Ed.</b>	Other <b>Medjine Phillpotts/Math.</b>
Network Leader <b>Cristina Jimenez</b>	Other <b>none</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>472</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.91%</b>
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## Part II: ELL Identification Process

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

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

1a. Initial identification of students is done by the guidance counselor who interviews the parents with assistance from a bilingual para. and teachers of foreign languages as needed, the ESL teacher and parent coordinator. Parents are given the choice of three types of ELL programs - Transitional Bilingual Education, dual Language and Free-Standing English as a Second. However, parents are informed that PAW offers only free-standing English as a Second language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed if first-time registrants to NYC. Assistance is offered as needed. The ESL teacher determines the eligibility of students for the ESL Program and administers the LAB-R within 10 days of admittance to the school. Students are placed in homogeneous classes based on the LAB-R results. The NYSESLAT is administered as scheduled by th NYSED. The Spanish-speaking students will be given both LAB-R examinations. The ESL teacher administers the test to the students addressing the four modalities - speaking reading, writing and listening. Parents are notified about the NYSESLAT testing schedule in their native languages and English.

1b. Languages spoken are English, Haitian-Creole, French and Spanish. Home Language Survey administered and assisted by guidance counselor, ESL teacher and and if necessary, teachers fluent in said languages. ESL teacher administers LAB-R exam. ESL teacher conducts oral interview.

1c. RLAT is used to determine which students will take the NYSESLAT with assistance of ESL teacher. Native language letters are sent home.

2. Timelines are set by the State, usually in the Spring semester. In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and the right to chose educational options, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with brochures in their home language that explain the three program models that are provided in the New York City Public School System: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. No parents have chosen the TBE/DL programs. Free-standing program is what is offered by the school and will be offered in the coming year. Parents know that there is no other option and they are given other schools who do offer if interested.

3. After Lab-R results have been administered by the ESL teachers, after 10 days of admissions, the test is received and reviewed. After reviewed, letters are mailed to parents in languages available which are H/C, Spanish. Students are placed according to the results. The guidance counselors and ESL teacher maintains records and are stored in offices. The distribution of Parent Survey and Program Selection forms are also done by the guidance counselors and ESL teachers.

4. Based on Lab-R, students are programmed according to their level scored for self-contained classes as prescribed the NYS CR Part 154 Mandated Number of Unites of Support for ELLs. Mandatory number of minutes are met. Placement letters are distributed and maintained in the guidance office and ESL office.

5. The only choice is Free-Standing. Students will be tested yearly and can only exit program when they test out.

6. Yes--Free-Standing.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>									1	4	0	3	1	9
<b>Total</b>	0	0	0	0	0	0	0	0	1	4	0	3	1	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE	0	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										0

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	
Dual Language										0
ESL	7	0	0	1	0	0	1	0	1	9
Total	7	0	0	1	0	0	1	0	1	9

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. A self-contained model and homogeneous grouping is used to deliver instruction.
2. Students are programmed based on their level of proficiency performance as indicated on the RLAT report as measured by the NYSESLAT and LAB-R. Beginners have 3 classes/per day/per week; intermediate have 2 classes/per day/per week; advanced have 1 class per day/per week.
3. Content areas are delivered instruction following the Standards for ELL and ELA and the Standards for specific content areas. Differentiated instruction framework which includes explicit instruction, careful modeling, coaching, group discussion, problem solving, flexible grouping, cooperative learning and independent applications to help students meet and/or exceed New York State and City Standards. Non-verbal and context clues, graphic organizers, and leveled-reading materials are utilized for instruction and to promote success. Glossaries are used for support in content areas.
4. There are varying, wide-range assessment strategies including observations, portfolios and performance assessments. Spanish LAB is used when appropriate.
5. The SIFE instructional plan consists of read-aloud activities, spelling, shared writing, one-on-one tutoring, audio books, modeled writing, phonics, films--listening, pronunciation and reading as manipulatives.  
Language learners are given many opportunities to read and write in meaningful contexts in their first and second languages. Literacy skills are reinforced. We integrate technology to support writing instruction and motivate students to use written language to communicate in their native language then transfer these skills to learning English. We build on what students already know. Draw on their background experiences and encourage connections. See the value of being able to communicate in multiple languages. Connect with family and culture by using multicultural literature and community expertise. Teach others about their language and culture. Cooperative grouping, project-based learning, thematic instruction to engage learners. Words will connect with meaning by using nonverbal clues and nonlinguistic representation of ideas.
6. Jigsaw Project, Round Robin, Think-Pair-share, double-entry journals, differentiated instruction, scaffolding.
7. Saturday classes at the complex and Liberty Partnerships Program via St. John's University; 37 1/2 minutes, homework help.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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

**Native Language Usage and Supports**

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



## B. Programming and Scheduling Information--Continued

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

- After school help, one-on-one tutoring, and lunch-time reading with teacher or buddy. May participate in Extended Day activities, Saturday school and Regents prep.
- NYSESLAT-proficiency students will be monitored closely. The teacher conferences with mainstream teachers regarding progress and additional help. Students continue to receive testing accommodations.
- Students will be offered Saturday classes as well as attend St. John's Liberty partnership program.
- After-school tutoring
- They are afforded equal access to all school programs. Students participate in homework helpers and clubs such as Multicultural club which helps them and other students learn and appreciate their own and other cultures. It also helps them gain proficiency in learning and speaking English in a social setting.
- The Read 180 program, with audio books, where students follow along. Explanations are given by the narrator. The reading is designed according to their reading content. It provides differentiated, adjusted instruction and practice in word study, vocabulary, fluency, spelling and comprehension. Leveled textbooks and other content-based resources such as manipulatives, glossaries, dictionaries and libraries are utilized.
- Dual Language and TBE are not offered.
- Required services support and resources correspond to ELL's ages and grade levels. Teachers with special licenses such as resource room and special education. Reading material is based on grade level.
- Students and parents participate in orientation where they become acclimated to the school environment.
- Spanish is offered.

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

## D. Professional Development and Support for School Staff

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

Staff will participate in ongoing, long-term targeted professional development with strong emphasis on SLS, differentiated and academic lang. development strategies including Q-Tel. The majority of the instructional staff members are senior teachers who have met the requirements (7.5 hours to 10 hours) of professional development in ESL methodology. However, in order to keep abreast of the instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in Q-Tel. The instructional staff also engages in professional development activities throughout the year. This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. Professional development workshops included workshop models, differentiated instruction, tiered assessment, using data to inform and support instruction, writing process workshops, collaborative planning, native language support resources and testing accommodations.

## 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?

Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents are kept abreast of students' progress. Counselling support for US Educ. System and graduations requirements and school rules. Also through workshops and services provided by the St. John's Liberty Partnership Program.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>													
READING/ WRITING	<b>B</b>										1			
	<b>I</b>									1			2	
	<b>A</b>												2	1
	<b>P</b>													

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Integrated Algebra	6	0	2	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	8	0	2	0
Living Environment	4	0	0	0
Physics	0	0	0	0
Global History and Geography	2	0	2	0
US History and Government	1	0	1	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

The assessment tools and data sources used to determine the literacy skills of ELLs are ELL periodic assessments, LABR, NYSESLATE RNMR Modality and ARIS, Regents Exams. The students are placed according to the levels in the data: beginners, intermediate and advanced. The information gleaned from the data showed that there has been improvement in the academic performance of ELLs, but, more importantly, it allows for specific interventions that could be employed for the individual student. Hence, differentiated instruction. The

### Additional Information

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

## Part VI: LAP Assurances

**School Name:** PREPARATORY ACADEMY FOR WRITER  
29Q283

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
CHARLES ANDERSON	Principal		
CHRISTOPHER TIDRIDGE	Assistant Principal		
TANYA GILLIARD	Parent Coordinator		
ROSA HAMLET	ESL Teacher		
	Parent		
MaryAnne Haarhaus/English	Teacher/Subject Area		
Nicole Thomassen/Spanish	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
JORDANA JAMES	Guidance Counselor		
CRISTINA JIMENEZ	Network Leader		
Medjine Phillpotts/Math.	Other <u>TEACHER</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **29Q283** School Name: **PREPARATORY ACADEMY FOR WRITERS**

Cluster: \_\_\_\_\_ Network: **406**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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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.

Home Language Survey: Admission interview, parent-teacher conferences, orientation

Data: Results of LAB-R and NYSESLAT

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.

Parents need workshops to use the technology to keep abreast of their children's progress. Via school requirements for behavior and graduation, faculty conferences, professional development, guide to working with ELL's and parents; team meetings.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have written translations of materials available for students to bring home to parents/guardians in which we require permission or the need to express the importance of examination dates, grades and graduation requirements. We also believe in using the child to bridge the gap between home and school. It serves as an excellent tool in which to foster the home language/second language process. Should further assistance be necessary, we contact Translation and Interpretation Unit for assistance.

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.

There are staff members and/or parent volunteers in our school who are able to communicate with the majority of our parents needing oral translation services. For pre-planned meetings, we arranged for an interpreter. Where and whenever possible, we make every effort to free a staff member or bring in a parent volunteer for unplanned meetings. Much like the written translations above, we make use of the child's ability to communicate between home and school. Should further assistance be necessary, we contact Translation and Interpretation Unit for assistance.

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>.

Translated versions of the Bill of Parent Rights and Responsibilities regarding translation and interpretation services are given to said parents. A sign is posted at the primary entrance of the school, in the general office and in the parent coordinators office in each of the prominent covered languages, indicating the availability of interpretation services. These notices are also made available to parents at parent/teacher conferences, orientations and open houses.