



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY OF AMERICAN STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q575

PRINCIPAL: WILLIAM C. BASSELL EMAIL: WBASSEL@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 |
|---------------------------------|--|-----------|
| William Bassell | *Principal or Designee | |
| Jason Vanderwalker | *UFT Chapter Leader or Designee | |
| Miriam Garcia | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Malik Clarke Natalie Fereira | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Toby Incantalupo | Member/UFT | |
| Nina Cohen | Member/CSA | |
| Susana Lemos | Member/UFT | |
| Eugene Cullivan | Member/Parent | |
| Patricia Crowley | Member/Parent | |
| Haya Zaid-Kunz | Member/Parent | |
| Hildy Herzfeld | 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of all regularly attending students in all English courses will have demonstrated their ability to write for argument in accordance with the New York City Department of Education instructional focus as evidenced by pre and post assessments and evaluation tools.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

54.8% of students were deemed college ready on the 2010-2011 progress report. To prepare students for the schoolwide initiatives based upon the NYC DOE Common Core Standards initiatives and instructional foci.

Instructional strategies/activities

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

a) Students will engage in debates, write term papers, find evidence to support their ideas in class discussions and in writing, increase metacognition, use Blooms Taxonomy, Hess' Cognitive Rigor Matrix, Webb's Depth-of-Knowledge Levels, work with non-fiction texts, fiction texts, and primary source materials. Differentiated instruction and assessments as well as materials will help meet the needs of all students. For example, in English, students might step into the shoes of the characters they read about. Academic Intervention Services will be provided where appropriate.

**b) Staff: General Education Teachers, Special Education Teachers, and Related Service Providers.
Resources: Resources provided by the Network and the Common Core Website.**

c) PD from the Network, department meetings, and grade team meetings to discuss a variety of assessment strategies and to share best practices.

d) Teachers will have assigned two writing for argument assessments between now and June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A – This school is not a Title I school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified. When vacancies are open we work through the DOE Human Resources Systems to find qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most programs are Tax Levy; Some ELL and Special Education Services are supported through Title III and IDEA/Related Services.

Budget and resources alignment

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

\$335,945: TL Fair Student Funding for 5 English Teachers

\$67,189 : TL Fair Student Funding for 1 Special Education Teacher

\$40,313: TL Fair Student Funding for .60 ESL Teacher

\$3358: TL Fair Student Funding for Per Session for Tutoring Before/After School and Weekends.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of all regularly attending students in American History related courses will have demonstrated their ability to write for argument in accordance with the New York City Department of Education instructional focus as evidenced by pre and post assessments and evaluation tools.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

54.8% of students were deemed college ready on the 2010-2011 progress report. To prepare students for the schoolwide initiatives based upon the NYC DOE Common Core Standards initiatives and instructional foci.

Instructional strategies/activities

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

a) Students will engage in debates, write term papers, find evidence to support their ideas in class discussions and in writing, increase metacognition, use Blooms Taxonomy, Hess' Cognitive Rigor Matrix, Webb's Depth-of-Knowledge Levels, work with non-fiction texts, fiction texts, and primary source

materials. Differentiated instruction and assessments as well as materials will help meet the needs of all students. For example in Social Studies, students might take on the role of historic figures. Academic Intervention Services will be provided where appropriate.

b) Staff: General Education Teachers, Special Education Teachers, and Related Service Providers.

Resources: Resources provided by the Network and the Common Core Website.

c) PD from the Network, department meetings, and grade team meetings to discuss a variety of assessment strategies and to share best practices.

d) Teachers will have assigned two writing for argument assessments between now and June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A – This school is not a Title I school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified. When vacancies are open we work through the DOE Human Resources Systems to find qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most programs are Tax Levy; Some ELL and Special Education Services are supported through Title III and IDEA/Related Services.

Budget and resources alignment

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

\$403,134: TL Fair Student Funding for 6 Social Studies Teachers

\$67,189 : TL Fair Student Funding for 1 Special Education Teacher

\$2,503: Title III for Per Session Tutoring provided by ESL Teacher

\$3358: TL Fair Student Funding for Per Session for Tutoring Before/After School and Weekends.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of all regularly attending students in Math related courses will have demonstrated their ability to write for argument and/or engage in the logical process responding to a mathematics related topic in accordance with the New York City Department of Education instructional focus as evidenced by pre and post assessments and evaluation tools.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

54.8% of students were deemed college ready on the 2010-2011 progress report. To prepare students for the schoolwide initiatives based upon the NYC DOE Common Core Standards initiatives and instructional foci.

Instructional strategies/activities

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

a) Students will engage in debates, write term papers, find evidence to support their ideas in class discussions and in writing, increase metacognition, use Blooms Taxonomy, Hess' Cognitive Rigor Matrix, Webb's Depth-of-Knowledge Levels, work with non-fiction texts, fiction texts, and primary source materials. Differentiated instruction and assessments as well as materials will help meet the needs of all students. For example in Math, students might debate about how to achieve answers most effectively. Academic Intervention Services will be provided where appropriate.

b) Staff: General Education Teachers, Special Education Teachers, and Related Service Providers.

Resources: Resources provided by the Network and the Common Core Website.

c) PD from the Network, department meetings, and grade team meetings to discuss a variety of assessment strategies and to share best practices.

d) Teachers will have assigned two writing for argument assessments between now and June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A – This school is not a Title I school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified. When vacancies are open we work through the DOE Human Resources Systems to find qualified candidates.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most programs are Tax Levy; Some ELL and Special Education Services are supported through Title III and IDEA/Related Services.

Budget and resources alignment

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

\$268,756: TL Fair Student Funding for 4 Math Teachers

\$67,189 : TL Fair Student Funding for 1 Special Education Teacher

\$2,503: Title III for Per Session Tutoring provided by ESL Teacher

\$5000: TL Fair Student Funding for Per Session for Tutoring Before/After School and Weekends.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 72 | 56 | 33 | 33 | 33 | | | |
| 10 | 26 | 37 | 37 | 26 | 26 | | | |
| 11 | 14 | 33 | 45 | 41 | 14 | | | |
| 12 | 25 | 28 | 27 | 21 | 6 | | | |

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 | <ul style="list-style-type: none"> - Lunch Tutoring during the day, after school and weekend tutoring, small group & one-on-one - Use of Castle Learning for Regents Prep. - Additional Writing Class -Supplemental Extended Day Classes |
| Mathematics | <ul style="list-style-type: none"> - Lunch Tutoring during the day, after school and weekend tutoring, small group & one-on-one - Additional hour of mathematics built into weekly schedule; Double period of instruction for students in need of assistance. - Auditing Regents classes - Use of Castle Learning for Regents Prep. -Supplemental Extended Day Classes |
| Science | <ul style="list-style-type: none"> - Lunch Tutoring during the day, after school and weekend tutoring, small group & one-on-one - Use of Castle Learning for Regents Prep. -Supplemental Extended Day Classes |
| Social Studies | <ul style="list-style-type: none"> - Lunch Tutoring during the day, after school and weekend tutoring, small group & one-on-one - Regents Prep seminars - Auditing Regents classes - Use of Castle Learning for Regents Prep. - Supplemental Social Studies classes. -Supplemental Extended Day Classes |
| At-risk Services provided by the Guidance Counselor | <ul style="list-style-type: none"> - Mandated counseling - Small group counseling - College Discovery Club - Making High School Count programs - Inquiry Team |

| | |
|---|-----------------------------|
| | - College counseling |
| At-risk Services provided by the School Psychologist | N/A |
| At-risk Services provided by the Social Worker | N/A |
| At-risk Health-related Services | N/A |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Charles Admundsen | District 30 | Borough Queens | School Number 575 |
| School Name Academy of American Studies | | | |

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

| | |
|--|--|
| Principal William Bassell | Assistant Principal Nina Cohen |
| Coach type here | Coach type here |
| ESL Teacher Ericka Medina | Guidance Counselor Roberta Wilson |
| Teacher/Subject Area Susana Lemos, Math | Parent Miriam Garcia |
| Teacher/Subject Area Christine Duffy, English | Parent Coordinator type here |
| Related Service Provider type here | Other type here |
| Network Leader Vivian Selenikas | Other type here |

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 4 |
| 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 | |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 718 | Total Number of ELLs | 41 | ELLs as share of total student population (%) | 5.71% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

1. The majority of our students come to the school from DOE schools, and have already been identified as ELLs. The students who come from outside New York City schools are given the Home Language Identification Survey (HLIS). The ESL coordinator, Ms. Ericka Medina, ESL licensed K-12, has attended professional development at Hunter College, "Understanding the Nuts and Bolts of CR Part 154 and Title III", where they discussed the HLIS procedures. The students and their parents meet with the Assistant Principal, Nina Cohen, ELA 7-12 licensed and Assistant Principal English and Social Studies licensed, or the ESL coordinator who conduct an informal oral interview. Ms Cohen is a monolingual English teacher. If the ESL coordinator or the Assistant Principal are not available, our Principal, Mr. William Bassell, is also available to speak to newly-arrived students and their parents in French. Other staff members are also speak Greek, Chinese and Korean. They explain the reason for administering the HLIS and explain each question in the survey. The parents are given the HLIS in their home language. Based on their answers from the HLIS, the LAB-R will be administered by the ESL coordinator, or the Assistant Principal within the first 10 days of school. The ESL coordinator administers the test in the school library to any eligible students within the first 10 days of school. The scan sheets are delivered to the scan center before the due date. The LAB-R scores are filed in the ESL folder. Students who do not test out of the LAB-R, will be programmed as ELLs. We base their English level to the level that is indicated by the test results. The ESL coordinator is informed by the office staff if a new student arrives from an outside public school system. The ESL coordinator checks on the ATS for eligibility for testing (ELPC) and for exam history for newly admitted students. If a student has not been tested, or has been re-admitted from a foreign country after two or more years of absence, we will then administered the LAB-R. If the student is Spanish speaking, they will be given the Spanish LAB-R. During the spring semester, the NYSESLAT is administered. The RLER report is printed from ATS to verify all students' NYSESLAT eligibility. All ELL's are tested during the testing period. If a student is absent, he/she will be tested on a different time. The ESL teacher/coordinator is the only pedagogue who administers the test. She makes sure all four components are given to the students during their ESL class period, and at the scheduled time provided by the state of New York.

2. The ESL coordinator has the EPIC kit with the DVD explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) she is also available to explain any questions to our Spanish-speaking parents. In addition, our staff is available to discuss/explain these choices in Chinese and Korean. If further assistance is needed in a different language, we will request aid from Newcomers High School staff. They have a diverse staff who speak languages such as Bengali, Punjabi, Hindi, French-Creole, Russian, and Polish. Our school holds a Parent Orientation Workshop for parents of ELLs where they are informed of the different programs that are available to all students. The ESL coordinator is available to answer any questions from parents regarding the difference between all programs. The parent survey and parent program selection are distributed in their preferred language. Parents are advised to return the signed letters as soon as they receive them in order to speed up the programming process. This year there were no new students tested for the LAB-R, therefore there parent orientation for new ELLs took place at our school. If parents have chosen a TBE/DL program in the past, they are informed by our ESL coordinator that we do not offer those programs in our school. Parents are informed that because our ELL population is so small and most do not share the same home language, it is not possible to have a Transitional Bilingual or Dual Language program. On the other hand, parents are also informed that if in a near future our population changes, we will be able to open a Bilingual or Dual Language program.

3. The ESL teacher/coordinator is responsible for sending out the entitlement letters to the parents. In addition, there is a letter sent to

our parents inviting them to come to our school and view the video, and ask questions regarding the program selection. If the parents do not come the parent survey and entitlement letters are distributed during the class period. Students are advised to give the letters to their parents and are asked to bring them back signed. In order to assure the students bring back the program selection form/parent survey, they are told this letter is part of their homework. Parents are advised to make their program choice, sign the letter and return it as soon as possible. If a form is not returned, the ESL coordinator will follow up with a phone call and/or an email. We have invited the Ell parents to come to an informational session before our Parent-teacher conference. The ESL coordinator and the our Assistant Principal will hold the meeting providing information about our ESL program and the different program choices they have for their children. The parent survey and the program choice letters will be handed out at the end of our informational meeting. Once the Parent Survey and the Program Selection forms are returned, they are filed in the ESL folder for the present school year.

4. Our school offers a free-standing ESL program only. At the beginning of every school year the administration provides the ESL coordinator with the scores of the NYSESLAT test. She analyzes the scores and together with the programming coordinator, Ms. Maribel Agudelo, place the students in the appropriate class according to their NYSESLAT score (Beginner, Intermediate or Advanced) Parents are given the placement letters to choose a program and the school will align programs to parental choices if available. The ESL coordinator is available to answer any parents' questions or concerns regarding the different programs offered to our Ells. The placement letters and the continued entitlement letters are sent by the ESL coordinator and they are kept in the ESL file cabinet.

5. Over the past few years, the majority of parents have chosen free-standing ESL. There are very few parents (mostly Spanish speaking parents) who choose Transitional Bilingual Education as their first choice of program. We do not have enough Spanish-speaking students to offer Transitional Bilingual program. If our population changes, we might be able to provide our Ell population with Bilingual or Dual Language programs. The ESL coordinator reviews the parent choices and keeps them filed in the ESL cabinet.

6. The program model at our school, free-standing ESL, is aligned with parent requests. If a bilingual program were to open in our school, a bilingual teacher would be hire to fulfill the parents' program choice.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 41 | Newcomers (ELLs receiving service 0-3 years) | 12 | Special Education | 8 |
| SIFE | 7 | ELLs receiving service 4-6 years | 15 | Long-Term (completed 6 years) | 14 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | 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 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 12 | 2 | 1 | 15 | 3 | 1 | 14 | 2 | 6 | 41 |
| Total | 12 | 2 | 1 | 15 | 3 | 1 | 14 | 2 | 6 | 41 |

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 |
| TOTAL | 0 |

Dual Language (ELLs/EPs) K-8

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

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

| This Section for Dual Language Programs Only | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| 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 | | | | | | | | | | 10 | 5 | 1 | 1 | 17 |
| Chinese | | | | | | | | | | 1 | 1 | 2 | | 4 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | 2 | 3 | 2 | 7 |
| Urdu | | | | | | | | | | 2 | | | | 2 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | 1 | | | 1 |
| Punjabi | | | | | | | | | | | | 1 | | 1 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Polish | | | | | | | | | | | 1 | | | 1 |
| Albanian | | | | | | | | | | | 1 | | | 1 |
| Other | | | | | | | | | | 5 | 1 | | 1 | 7 |
| TOTAL | 0 | 18 | 12 | 7 | 4 | 41 |

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?

A Programming and Scheduling Information

1-2 Instruction is delivered in a self-contained ESL class model. There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week). The advanced students also get an ELA class (180 minutes per week). Our ESL program model is Ungraded. Students are placed based on their English level-which are based on their NYSESLAT results.

3. The school will schedule professional development to instruct all content area teachers on how to scaffold lessons and use ESL strategies to help all our ELLs do well in all subjects. All content area teachers offer tutoring for all students on a regular basis. Content area teachers discuss their ELL's progress with the ESL teacher on a regular basis. The school has a CTT program for special ed students. There are four teachers certified in special education, covering math, science, English and social studies. The special ed ELLs are in one or more CTT classes, where there is a special education teacher to provide extra help and to scaffold lessons.

4. Our school offers a free standing ESL program only, therefore our ELLs do not take classes in their native language. Some of our advanced students are programmed to take a foreign language class and most of the time they do well in their classes.

5. Our diverse population of ELLs receive differentiated instruction based on their needs. Our intermediate newcomer students work on adapted materials (poems/short stories) while the rest of the class-ELLs receiving service 4-6 yrs read the original texts. A variety of materials are used in the classroom to accommodate each level of learning; visuals, glossaries, technology is also implemented in the classroom in order to supplement students' learning. Long-term ELLs receive extra support during group writing activities. To help our ELLs

A. Programming and Scheduling Information

the school has provided alternate texts in English and history. For example, the 9th-10th long-term ELLs-who also take an ELA class, study Shakespeare's Othello and Macbeth. There are available adapted text versions with modern English for ELLs and other struggling students. Vocabulary is taught in context for reading comprehension to all ELLs. In addition, brainstorming and scaffolding is implemented before every lesson taught. SIFE students are given more detailed worksheets which are explained by the teacher. Our special ed ELLs are also provided with adapted texts, detailed worksheets, and one-on-one assistance from the ESL and content area teachers.

6. Our content area teachers use visuals , glossaries and adapted materials to enhance comprehension of the topics discussed in class. They use grade-level materials (textbooks, non-fiction texts) along with glossaries in order to help our ELLs understand the material. Our targeted intervention program for our ELLs includes but is not limited to; during school session tutoring which is provided by the ESL teacher and the content area teachers. Our special ed coordinator and the ESL coordinator work together to ensure that our special ed ELLs receive all the services mandated on their IEP's. A speech pathologist pushes in for an intermediate-SIFE-long-term ELL as well as for an advanced-SIFE-long-term ELL. ICT classes are provided for our special education ELL students. We have licensed special ed teachers in math, global studies and ELA. They hold meetings with the ESL teacher to discuss students' progress and different ESL strategies that can be used in the classroom.

7. Teachers regularly amend their instructional activities to meet the needs of our diverse population of ELLs. All our students are provided with a choice to attend after school tutoring and a Saturday Program in order to expand their academic skills. Our special ed ELLs are encouraged to sign up for the Saturday Academy program. There's a writing center available to all students at the end of the school day where students work with a teacher on their writing skills.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Our ELLs have an extra hour for math class. The teacher uses differentiated worksheets for the ELL students. In addition, they explained the vocabulary words in context as well as visuals to expand their comprehension. Our ELA teachers use graphic novels for their Shakespeare unit, flexible grouping, audio versions of books and novels as well as differentiated instruction for our ELLs. The Social Studies teachers use glossaries, adapted materials and differentiated vocabulary worksheets where the words are given to the students and they have to match it to the meaning. In addition, visuals are used to explain concepts.

9. ELLs who have passed the NYSESLAT are given extra time during state exams for the next two years. They are also provided with bilingual glossaries. The ESL teacher provides during/after school tutoring for those students who are having a difficult time in their

B. Programming and Scheduling Information--Continued

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

8. Our Ells have an extra hour for math class. The teacher uses differentiated worksheets for the Ell students. In addition, they explained the vocabulary words in context as well as visuals to expand their comprehension. Our ELA teachers use graphic novels for their Shakespeare unit, flexible grouping, audio versions of books and novels as well as differentiated instruction for our Ells. The Social Studies teachers use glossaries, adapted materials and differentiated vocabulary worksheets where the words are given to the students and they have to match it to the meaning. In addition, visuals are used to explain concepts.

9. Ells who have passed the NYSESLAT are given extra time during state exams for the next two years. They are also provided with bilingual glossaries. The ESL teacher provides during/after school tutoring for those students who are having a difficult time in their content area, ELA classes.

10. For this school year our focus is to have more targeted and intensive guidance and college counseling. We will have more intensive tutoring for regents exams available to ALL students in our school.

11. No programs/services for ELL's will be discontinued.

12. There is tutoring provided to any Ell during and after school. In addition, all Ells are afforded the same right as any other student in the school to all after school programs. All our programs are free for our students. We provide free breakfast and weekend metro cards for the students who attend our Saturday Language Enrichment program. Our Saturday program was developed by the ESL teacher to help our Ells with their language development. A diverse number of materials are used such as writing workbooks, textbooks, and vocabulary worksheets. Also, they are provided with help in any other content area course. For example, we work together on writing (developing/organizing) their essays for their history, ELA or science classes. Our Saturday Academy Language Enrichment program is funded by Title III.

13. Power point presentations are used to attract/maintain students' focus on the topic. During their developing of writing skills, students are brought to the computer lab to learn/practice their typing skills. Dictionaries/thesaurus are provided to the students. Also smart board, and overhead projectors are used in the classroom. Castle Learning is a computer program used to improve their reading/writing/vocabulary skills.

14. Our school is very small therefore our teachers are not fluent in many of the languages spoken by our Ell population. Our ESL teacher/coordinator is fluent in Spanish which helps our Spanish-speaking Ells. In addition, we request the help from our colleagues at Newcomers high school when translating services to parents are required.

15. All required support and resources for our Ells correspond to their age and grade levels.

16. At the beginning of the school year, our school offers freshmen orientation. During the orientation, students meet the staff and become acquainted with the other students. Students are given a brief tour of our buildings.

17. There are two foreign language electives in our school; French and Spanish.

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)?

D. Professional Development and Support for School Staff

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

1. Our ESL coordinator/teacher attends outside professional development, the majority are provided by BETAC at Fordham University or Hunter College. In addition, our ESL coordinator/teacher attends professional development at Newcomers high school whenever offered. Our non-ELL teachers meet with our ESL coordinator to discuss ESL strategies they can incorporate in their lessons. Non-ELL teachers who have more than one ELL in their class roster are required to attend professional development (math, science, Social Studies, ELA teachers). Our professional development focuses on differentiated instruction, scaffolding, and language development for ELLs. Assistant Principal Cohen attends professional development provided by the network. Our subject area teachers are provided with professional development run by the network and some of our teachers in each of our subjects go to professional development provided by outside organizations. We no longer have a parent coordinator. Our secretaries receive professional development from their Assistant Principals. Our counselors are provided with PD from the network and from Assistant Principal Solkoff. Our psychologist, occupational therapist, physical therapist and speech therapist receive PD organized by their individual related services supervisors. Diane Scalera from our network has provided PD that includes examining videos of teachers working in the classroom and discussing the strategies they use to meet the needs of ELLs. We have also done close reading of texts simulating the experience of an ELL student in the classroom. We have examined student writing and had conferences about particular students, their circumstances and needs.

2. Our school aides have increased their attendance outreach to ELLs. Our guidance counselors meet with ELLs to provide counseling and assistance. They hold meetings with the ESL teacher to review the students' progress, and they provide advice for our staff as how to deal with a student if he/she is having a difficult time coping with the changes. If a student is having difficulty in class, they talk to their teacher who then shares the information with their ESL teacher. Our school supports the teachers of ELLs with teaching materials, and professional development.

3. The Assistant Principal ELL and the network provide PD on differentiation for ELLs, ELL methodology, NYSESLAT results analysis and intensive support. Each teacher is required to keep a folder of their professional development hours. They are expected to use what they have learned in their professional development with their ELLs in their classrooms.

E. Parental Involvement

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

1. Parents in our school, including parents of ELLs are involved in PTA meetings, our School Leadership Team, attending open school night, parent conferences, as chaperones on trips, and by communicating regularly with our teachers and guidance counselors. At our PTA meetings our guidance counselors provide information on curriculum, course requirements, college requirements, representatives from schools give presentations and information on scholarship opportunities. We have also had community programs such as a health fair, where local organizations come in to talk about the services they offer. This has included local health care facilities, firemen, and mental health agencies. Information was provided to parents in several languages.

2. The network will hold a parent meeting for all ELL parents.

3. We evaluate the needs of the parents through monthly SLT and PA meetings, from their responses on the learning environment survey and from their interaction with our staff. Our parent coordinator sent out regular newsletters which were available to parents in different languages.

4. Our parental involvement activities address the needs of the parents by giving them a voice to address issues of concern or positive feedback they may have. We utilize their feedback in our planning. Very often the topics they express a need for become the focus of our PTA meetings. One example of this was when our parent coordinator organized a PTA meeting with a local insurance agency who talked to parents about healthcare. She also had someone from the DA's office share information about safety in the community and specifically about internet bullying and safety. This was because parents wanted more information on these topics.

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) | | | | | | | | | | 9 | 6 | 3 | | 18 |
| Advanced (A) | | | | | | | | | | 8 | 6 | 4 | 4 | 22 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 12 | 7 | 4 | 41 |

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |

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

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

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 3 | | 3 | |
| Integrated Algebra | 22 | | 19 | |
| Geometry | 3 | | 3 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | 15 | | 14 | |
| US History and Government | 5 | | 4 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1.N/A

2.Results from the NYSESLAT administered in April, 2011, show that across the board, our ELLs are stronger in the speaking/listening modalities rather than in reading/writing. In fact, the majority in all grades received a P (proficient) in listening/speaking but an A (advanced) or I (intermediate) in reading/writing.

3.As a result, there will be a strong school focus on writing across the curriculum, and the ESL teacher will focus on reading and writing strategies at both the intermediate and advanced level.

4.Our ELLs tend to struggle with their reading/comprehension as well as their writing skills when they take their content area tests, and NYSESLAT. Our intermediate ELLs struggle with their writing. The ESL teacher dedicates two periods a week on writing skills. The focus of the writing block is sentence structure, essay writing (organizing/developing), topic sentences, writing a thesis statement. Our advanced ELLs also struggle with their writing skills. The ESL teacher has adapted her curriculum to focus only on writing at the advanced level. The intermediate students had very low scores in their reading comprehension component on the NYSESLAT. Developing our students' reading comprehension skills is the main focus of our intermediate ESL class. The school leadership and teachers are using the results of the ELL Periodic Assessment to help them revise/modify their lessons which will more likely be targeting their reading/writing skills in all subject areas.

5.N/A

6.We only offer a Freestanding ESL program at our school. Our program is evaluated by the success of our students, not only when they successfully pass the NYSESLAT, but when they do well in their content area classes. Our ELLs who pass the NYSESLAT are also provided with extended services for two more years. They are welcomed to receive during/after school tutoring from their ESL teacher.

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: _____ | | School DBN: _____ | |
|---|----------------------|-------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| William Bassell | Principal | | 1/1/01 |
| Nina Cohen | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| Ericka Medina | ESL Teacher | | 1/1/01 |
| Miriam Garcia | Parent | | 1/1/01 |
| Susana Lemos/Math | Teacher/Subject Area | | 1/1/01 |
| Christine Duffy/English | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Roberta Wilson | Guidance Counselor | | 1/1/01 |
| Charles Admundsen | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q575 **School Name:** Academy of American Studies

Cluster: 2 **Network:** CFN 202

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.

Our school provides our ELL parents with various letters in their native languages. A report from ATS (RNMR) is run to inform our administration of how many different languages are spoken by our ELLs. The administration makes sure that our ELL parents receive such information in their native language. When parents visit our building, translation is provided by a staff member who speaks the same language. As we share the building with Newcomers high school, we also utilize their translation services.

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.

After obtaining the data from the ATS report, our teachers are informed of which students' parents in their class will need written translation and oral interpretation regarding their children's progress.

Part B: Strategies and Activities

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

Our staff uses Daedalus to send information to the parents about their children's progress. For our ELL parents, the teachers will send letters using codes in different languages. These letters are sent home with different messages in different languages. As a result, the parents contact the school and an oral translation will be provided between the teacher and parent. If necessary, we will use the DOE translation and interpretation unit services to send us translated written information in the parents' native language. The DOE boilerplate regarding translation is appended to documents which are sent home in English.

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.

When parents visit our building, oral interpretation is provided by a staff member who speaks the same language. As we share the building with Newcomers high school, we also utilize their translation services. All oral interpretation services are provided in-house. Phone calls home are made by school messenger in several languages.

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>.

All key documents will be available in multiple languages. The DOE translation service will be used. Records will be kept of which parents need language translation provided for by the DOE.

The parents bill of rights will be provided during PTA meetings, parent/teacher conferences and meetings the ELL teacher sets up with parents throughout the year. Interpretation notice signs will be posted in both the north and south buildings in multiple languages. The safety plan will contain procedures for ensuring that parents in need of language access services will have it.

Funds for language translation will be utilized to provide translation of memoranda, documents, and oral translation where appropriate. The school will work closely with the unit to ensure all requirements and met all needs are filled.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Queens District: 30 School Number: 575 School Name: Academy of American Studies

Cluster Leader: Mr. Charles Amundsen Network Leader: Vivian Selenikas Title I Schoolwide Plan (Conceptual Consolidation?) no

| Intent and Purpose | Was there evidence of this intent/purpose? | |
|---|---|--|
| | YES | NO |
| Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154. | <input checked="" type="radio"/> Yes | <input type="radio"/> No Comments: |
| Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." | <input checked="" type="radio"/> Yes | <input type="radio"/> No Comments: |
| Parent Activities | <input checked="" type="radio"/> Yes | <input type="radio"/> No Comments: |
| Budget | <input checked="" type="radio"/> Yes <input type="radio"/> NA (Title I SWP) | <input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments: |
| Approved? Yes <input checked="" type="radio"/> No <input type="radio"/> Date: 2/3/2012 Senior ELL CPS: Tatyana Ulubabova Additional Comments: | | |