



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** WOMEN'S ACADEMY OF EXCELLENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X282

**PRINCIPAL:** DR. ARNETTE F. CROCKER    **EMAIL:** ACROCKE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** TBD

**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
Arnette F. Crocker	*Principal or Designee	
Linda Powell	*UFT Chapter Leader or Designee	
Alexandra Robbins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nicholas Mayleas	Member/Title 1 Representative	
Sheri Benjamin	Member/Parent	
Leticia Green	Member/Parent	
Marilyn Ambrose DeCosta	Member/Teacher	
Katherine Steshko	Member/Teacher	
	Member/	
	Member/	

## **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 – English Language Arts**

- To Improve literacy skills that will demonstrate proficiency in reading, writing, speaking and listening in accordance with the New York State Standards and to prepare them for Advanced English courses.
- Align instruction with the Common Core Learning Standards

### **Comprehensive needs assessment**

- I. **To strengthen the reading capacity of all scholars at WAE to allow for critical thinking and analysis** by implementing reading stamina protocols, which will reflect a minimum of 180 hours of reading per year yielding results in compliance with New York City ELA standard E1A.
- II. **To elevate the writing ability of all WAE students to yield expressive, concise, and thoughtful writing by:** Modeling the writing process for each unit of study, Requiring a minimum of 1 essay per unit of study, requiring essays to be a minimum of 500 words and meet all stated criteria of the English Regents Rubric for New York State.
- III. **To increase the level of listening comprehension of all WAE scholars to elicit mindful analysis of public and private discourse by:** engaging scholars in read aloud selections of mentor texts for the related unit of study once weekly. Read-alouds will emanate from a variety of genres and media for example, CD narrations and/or DVD excerpts; explicitly teaching note-taking strategies through the use of graphic organizers including Cornell notes and outline format.
- IV. **To develop the speaking skills of all WAE scholars to ensure they are persuasive and articulate individuals by:** impromptu speech exercises guided by appropriate speaking rubrics to include use of relevant vocabulary in unit of study once a week; academic discussion using accountable talk and question skills as well as the Socratic method once weekly; require verbal class participation in the form of whip-arounds where all students are required to speak using appropriate volume and language to answer prompts. Students will perform significant passages from literature using proper diction, enunciation and voice inflection one monthly and will be evaluated according to the appropriate speaking rubric.

### **Instructional strategies/activities**

- I)
  - a) Provide instruction in vocabulary development through the use of relevant text and related context. Ex: While reading Red Scarf Girl by Ji Li Jiang students are also introduced to the vocabulary of the Cultural Revolution through authentic text obtained through online resources such as EdHelper.com
  - b) Provide instruction in reading strategies such as: identifying an author's purpose, point of view, sequence of events, facts and opinion, plot, characters, motivation, et al.

- c) Provide a diverse selection of reading genres.
- d) Provide opportunities for independent reading and reflection.
- e) Involve parents in scholar's reading skill development through the use of daily reading logs which parents will sign.

II)

- a) Execute interdisciplinary units with all core subjects in order to give students knowledge of writing for numerous subjects.
- b) Provide the opportunity for students to create meaningful opinions by teaching accountable talk and discussion skills.
- c) Teach structure using graphic organizers, steps of the writing process and essay structure including the Toulman body paragraph format.
- d) Enhance vocabulary and grammar skills through peer editing and knowledge of technical processes.

III) Students will be able to speak one on one and in front of a group on a variety of topics. They will show an increasing comfort in delivering oral reports through the use of body language and projection. They will be able to speak at least 5 minutes on a prepared topic.

- a) Scholars are asked to do oral presentations across the curriculum.
- b) Scholars will present book reports, personal responses, essays, labs, and projects.

IV) Implementing read aloud and thinks aloud activities to model for the scholars what a good listener does and thinks while they listen, can be one manner to increase listening skills. Instituting note-taking strategies during classes and providing graphic organizers in order to offer students various ways to compile information, data, fact, ideas, etc. that they have gathered through active listening can also prove to extremely helpful. This will harness the visual and audio process.

**Strategies to increase parental involvement**

- I. Involve parents in scholar's reading skill development through the use of daily reading logs which parents will sign.
- II. Provide materials and training to help parents with their children to improve their achievement level (i.e. literacy, math, and use of technology)
- III. Provide assistance to parents in understanding city, state, and federal standards and assessments.
- IV. Encouraging more parents to utilize TeacherEase and ARIS to support and monitor their daughter's academic progress.

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

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

**Service and program coordination**

- Computer Lab
- Peer Mediation Center
- PM Tutoring
- Saturday School
- Credit Recovery – Mondays 5<sup>th</sup> Period

**Budget and resources alignment**

Title I, School Wide Programs (SWP) Funding  
Fair Student Funding (FSF)

**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 - Mathematics**

- To improve all student academic achievement in mathematics by having 80% of the students who sit for their regent's exam achieves a 65 or better.

**Comprehensive needs assessment**

All Students will receive 200 minutes of mathematics instruction per week. Students will have at least five 40 minute math classes per week. Teachers will use a variety of instructional practices to reach students on their respective levels. Instructors will run their class in a manner that allows for students to work individually, with a partner, and with group investigation.

**Components of the Comprehensive Instructional Approach for Mathematics**

**Grade 9 Instructional Materials:** Prentice Hall Integrated Algebra, NY Edition; Brief Review Integrated Algebra; Graphing Calculators; Resources from jmap.org

**Grade 10 Instructional Materials:** Prentice Hall Geometry, New York Edition; McDougal Littell Geometry, New York Edition; Graphing Calculators;

Resources from jmap.org

**Grade 11 Instructional Materials:** McDougal Littell Algebra 2, New York Edition; Graphing calculators; Resources from jmap.org.

**Grade 12 Instructional Materials:** Semester 1: McDougal Littell Algebra 2, New York Edition; Semester 2: Houghton Mifflin Pre-Calculus with Limits, A Graphing Approach; Graphing Calculators; Resources from jmap.org

**Smartboards utilized across all grades.**

**Instructional strategies/activities**

- I. To offer a 9<sup>th</sup> period regents prep classes starting in September 2011 for scholars who need to pass the Integrated Algebra Regents.
- II. Credit Recovery classes on Monday during 5<sup>th</sup> period and Saturday School.
- III. Align instruction with the Common Core Learning Standards
- IV. Create lessons that target a variety of student learning styles and abilities

**Strategies to increase parental involvement**

- I. Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- II. Establishing a parent resource center for lending instructional materials to parents
- III. Encouraging more parents to utilize TeacherEase and ARIS to support and monitor their daughter's academic progress.

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

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

**Service and program coordination**

- Computer Lab
- Peer Mediation Center
- PM Tutoring
- Saturday School
- Credit Recovery – Mondays 5<sup>th</sup> Period

**Budget and resources alignment**

Title I, School Wide Programs (SWP) Funding  
Fair Student Funding (FSF)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	33	9	1					
<b>10</b>	9	46	29	5				
<b>11</b>	22	31	54	73				
<b>12</b>	25	31	31	25				

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 5 <sup>th</sup> Pd & Saturday School
<b>Mathematics</b>	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 5 <sup>th</sup> Pd & Saturday School
<b>Science</b>	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 5 <sup>th</sup> Pd & Saturday School
<b>Social Studies</b>	Tutoring – Small Group Regents Preparation Credit Recovery – Monday 5 <sup>th</sup> Pd & Saturday School
<b>At-risk Services provided by the Guidance Counselor</b>	Mandated Counseling Parent Conferences
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	<b>N/A</b>

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

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

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

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**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore the Women's Academy of Excellence, (HS 08x282) [*in compliance with the Section 1118 of Title I, Part of the No Child Left Behind (NCLB) Act*], is responsible for creating and implement a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The Women's Academy of Excellence's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. The Women's Academy of Excellence will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effective support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
7. To provide workshops based on parent needs and interests to enhance their professional, personal lives and to assist them in that goal for their children.

The Women's Academy of Excellence 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 parent 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 Women's Academy of Excellence Title 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 proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the Women's Academy of Excellence 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 Education 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 to directly to schools to promote parent involvement, including family literacy and parent skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-parent compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include; parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State Accountability System, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report ;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's education 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; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

The Women's Academy of Excellence (08x282) will further encourage school-level parent involvement by;

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

## **Section II: School-Parent Compact**

The Women's Academy of Excellence (08x282), *[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 families. The Women's Academy of Excellence (08x282) staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by high 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;
- conducting quarterly parent-teacher conferences of at risk students after the distribution of report cards during which the individual child's progress is discussed along with any interventions that may be necessary to aid the child attaining promotion to the next grade;
- convening a Title I Parent Annual meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and to 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;
- providing parents with information regarding events up to the information to parents/guardians via school messenger telephone system;

- 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 interpretations services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- arranging opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities;
- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

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

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 is consistent in wearing the proper uniform and communicate with school officials if there is difficulty in obtaining the uniform;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and her age;
- check and assist my child in completing homework tasks, when necessary;
- encourage my child to read and discuss what my child is reading each day (for a minimum of 15 minutes/day);

- set limits to the amount of time my child watches television, plays video game or is on the computer (unless it is for an assignment/project);
- promote positive use of extracurricular time such as, extended day learning opportunities, Saturday academy classes, 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, on field trips, or assist from my home as time permits;
- participate, as appropriate, in the decisions relation to my child's education. I will also:
  - communicate with my child's teachers 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 to learn more about teaching and learning strategies whenever possible;
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Advisory Councils. School or District Leadership Team; and
  - share responsibility for the improved academic achievement of my child;

#### Student Responsibilities

- attend school regularly, arrive on time and come to school with all required materials (e.g. notebook, pens, pencils, etc);
- come to school everyday in required school uniform at all times unless permission is given for a school-wide dress down day
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy was updated on January 28, 2011.



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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Ben Waxman CFN #534</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>282</b>
School Name <b>type here</b>			

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

Principal <b>Dr. Arnette Crocker</b>	Assistant Principal <b>Eric Ford</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jennifer May/ESL</b>	Guidance Counselor <b>Najah Small-Taylor</b>
Teacher/Subject Area <b>Marilyn Ambrose-Decosta/Global</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sonja Burns</b>
Related Service Provider <b>Susan Ramlal/Speech</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>18</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>383</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>2.35%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

The following outlines the steps the school takes to identify potential ELL's: New students enrolled in the school who are determined to be new to the school system, their parents are administered the HLIS by the parent coordinator, Ms. Burns. The parents will also be given an oral interview conducted by Ms. Burns. If the parent indicates another language is spoken at home, they will be interviewed in their native language. If the survey indicates that the student's home language is other than English, the ESL teacher Ms. May, will administer the LAB-R, within 10 days of the student's admission. If a student scores below proficiency on the LAB-R they become eligible for state mandated ELL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The NYSESLAT is administered every spring of the school year. At the beginning of the year the scores of all identified ELL's are reviewed and a determination is made on what areas of need should be focused on in instruction. New ELL's are given assessments by the ESL teacher to help determine skill levels. Students are prepared during the year through their English and ESL classes for the NYSESLAT. The scores also help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English. The NYSESLAT is administered by the testing coordinator Ms. Ambrose.

2. A parent orientation is given by the parent coordinator, Ms. Burns prior to the start of the school year for all newly enrolled students. Part of the orientation is an explanation of all ELL programs and which programs are offered at the school. In the beginning of the school year information packets are sent home which also include program descriptions of ELL programs. Information regarding ELL programs is also shared at the monthly parent association meetings and during parent/teacher conferences.
3. Once a student is determined to be eligible for ELL services, immediately, entitlement letters are generated and packaged for students to take home to their parents, as well as mailed home. Parents are also called within 24 hours and notified and invited for an orientation conference. During the conference parents are reminded of entitlement and how it was determined. Then they are given a full orientation which includes the parent video, a description of ELL programs and the programs offered at the school. They also receive the Parent survey and Program selection form which they fill out and return before the end of the orientation. The forms are also mailed home for parents who have not come in for the orientation. The parent coordinator will make calls to remind parents to return the forms to the school. Collected forms are stored in the students permanent files which are located in the main office.
4. Once a student is identified as an ELL, as mentioned above, a meeting is held with parents to describe the programs available. When placing eligible ELL's in programs the Parent Survey and Program Selection form is considered, however due to the small number of ELL's in our school and one ESL teacher, the offered program is Freestanding ESL. Currently translation is offered during these meetings for Spanish speaking families.
5. Due to the small number of ELL students in our school the past 6 years the program trend has been freestanding ESL.

6. Program models are in line with the available program at the school, again due to the small number of ELL's enrolled in our school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										3	3	2	1	9
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	3	2	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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	1	0	0	1	0	0	7	0	4	9
Total	1	0	0	1	0	0	7	0	4	9

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. In grades 9-11 the school utilizes a push in and pull out ESL program models. In the 9th and 10th grades the majority of ELL's are grouped in one class with non-ELL students. The ESL teacher pushes into the students social studies(9<sup>th</sup>) and ELA(10<sup>th</sup>) classes twice a week and pulls all the 9th, 10<sup>th</sup>, and 11th grade (The ESL teacher also pushes into the 11<sup>th</sup> grade ELA class once a week) students out twice a week for targeted instruction designed to promote language proficiency and acquisition of academic language. The majority of the ELL students are placed in a collaborative team teaching class to provide for enhanced support in their classes

1b. For the push-in model the majority of the girls are in a blocked class which is heterogeneous in levels. The pull-out is ungraded and heterogeneous as well.

2. The ELL student's program is reviewed with the ESL teacher program to schedule push in pull out classes according to the ELL student's proficiency levels. Intermediate level students will receive 360 minutes of instruction and all advanced level students will receive 180 minutes of instruction. In addition all ELL's receive targeted instruction 4 times a week during the 37.5 minute program.

3. Content area instruction is delivered in English with differentiated instruction to meet the needs of all levels of learners. Teachers have been trained in Sheltered Instruction Observation Protocol (SIOP). It is the expectation that all teachers use this model to inform instruction especially when engaging ELL's. Teachers also use a variety of sheltered English instructional strategies such as use of graphic organizers, visuals and relating content to students background experiences.

4. Since we have a free standing ESL program, all assessments and evaluations are in English.

5. Instruction is differentiated for ELL's through strategies being provided to content teachers through ESL teacher support.

a. Students identified as SIFE are given extra academic support through 37 ½ minute tutoring as well as a requirement to attend Saturday school. Students would also receive a weekly session with their guidance counselor to provide support socially and academically. ESL teacher support would be provided in their classes also.

b. ELL's identified as 3yrs or less will be provided support by the ESL teacher, Saturday school and 37.5 period tutoring.

c. ELL's receiving services for 4-6 years will be provided support from the ESL teacher specifically targeting those areas identified on assessments(periodic, NYSESLAT) which identify in need of improvement. They will also be mandated for Saturday school and 9th period classes.

d. Long-Term ELL's will be provided targeted assistance based on need identified on the NYSESLAT. The ESL teacher will push

## A. Programming and Scheduling Information

into their classes to directly provide instruction needed to increase the skills needed for the NYSESLAT. Guidance support will also be scheduled for all long term ELL's.

6. ELL's with special needs will have their needs addressed through required mandates on their IEP's or 504 accommodation plans. As well as instruction that is modified and scaffolded to meet the needs of individual students.

7. ELL-SWD's are mainstreamed for ESL

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

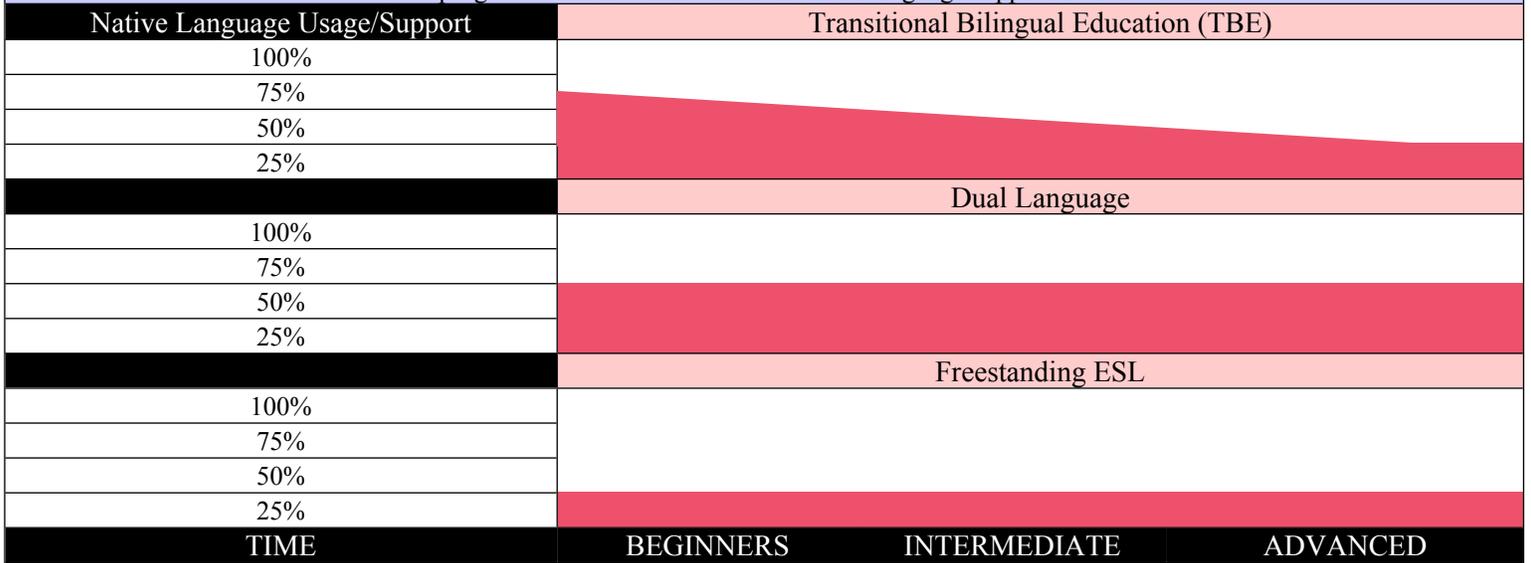
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

## Native Language Usage and Supports

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



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?

Paste response to questions 8-17 here

8. ELL's who score levels 1 or 2 in ELA or Math are mandated for Math and ELA tutoring during the 37 ½ minute period. ESL support is provided in ELA through push-in and pull out scheduling by ESL teacher.

9. ELL's who reach proficiency on the NYSESLAT will continue to receive testing accommodations as well as guidance support to help navigate their needs based on report card, progress reports, attendance, and transcripts.

10. Program considerations for next year will include grouping ELL's on each grade levels in the same classes. Also adopting a reading program to support ELA instruction.

11. Currently there are no programs/services which would be discontinued next year.

12. ELL's are notified of all school programs the same as all other students. Any after school programs are open to all students and may be recommended to those students who would benefit from the various programs.

13. Books and dictionaries have been ordered in the identified languages of the ELL students in our school. There are also use of smart boards, lap tops and overhead projectors within the classrooms.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELL's who score levels 1 or 2 in ELA or Math are mandated for Math and ELA tutoring during the 37 ½ minute period. ESL support is provided in ELA through push-in and pull out scheduling by ESL teacher.
9. ELL's who reach proficiency on the NYSESLAT will continue to receive testing accommodations as well as guidance support to help navigate their needs based on report card, progress reports, attendance, and transcripts.
10. Program considerations for next year will include grouping ELL's on each grade levels in the same classes. Also adopting a reading program to support ELA instruction.
11. Currently there are no programs/services which would be discontinued next year.
12. ELL's are notified of all school programs the same as all other students. Any after school programs are open to all students and may be recommended to those students who would benefit from the various programs.
13. Books and dictionaries have been ordered in the identified languages of the ELL students in our school. There are also use of smart boards, lap tops and overhead projectors within the classrooms.
14. Native language support is provided through books and resources in native language to enhance language acquisition.
15. All services, resources, and supports are delivered at appropriate age and grade levels.
16. Newly enrolled ELL's are invited to attend our school orientation over the summer as well as our summer bridge program for newly enrolled 9<sup>th</sup> grade students
17. Currently ELL's are offered Spanish and French as an elective.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All teachers are given a PD needs assessment in the beginning of the year. Based on the needs teachers are recommended for PD's to address those needs. Every Monday is an early release day for students, the remainder of the day is for professional development, faculty, grade, and departmental meetings. During these sessions strategies are shared regarding addressing the needs of ELL students. The Principal also places notices of PD's in mailboxes of teachers which may pertain to their content area and support the needs of ELL's and other students. In November of this year teachers were trained in SIOP and will be further trained in the beginning of next year.

2. During the beginning of the year PD staff is provided with strategies regarding all incoming students which include ELL's. Any pertinent information regarding ELL's is articulated then.

3. The 7.5 hours are met throughout the year in the weekly professional development meetings where ELL needs are addressed.

Paste response to questions 1-3 here

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are involved in many of the school activities including a rose ceremony for all incoming students. Curriculum night and parent conferences at the end of every marking period, as well as activities through the PTA and school leadership team. All parents are welcome to participate in these activities.

2. The school has many partnerships that support all scholars including ELL's. These organizations include: The Foundation For the Advancement of Women Now (FFAWN), Soft Sheen Carson, 100 Black Women,

3. Parental needs are evaluated through responses and concerns raised at parent meetings. Parental needs are also identified through the learning environment survey.

4. Parental involvement activities address the needs of parents by providing information through literature and speakers on areas of concern.

# 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
Intermediate(I)										4	1			5
Advanced (A)										1	2	1		4
Total	0	0	0	0	0	0	0	0	0	5	3	1	0	9

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

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
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				
Integrated Algebra	5			
Geometry				
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry	3			
Earth Science				
Living Environment	5			
Physics				
Global History and Geography	3			
US History and Government	1			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

## 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

<b>School Name: Women's Academy of Excellence</b>		<b>School DBN: <u>08x282</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arnette Crocker	Principal		1/1/01
Eric Ford	Assistant Principal		1/1/01
Sonja Burns	Parent Coordinator		1/1/01
Jennifer May	ESL Teacher		1/1/01
	Parent		1/1/01
Marilyn Ambrose-Decosta	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Najah Small-Taylor	Guidance Counselor		1/1/01
Ben Waxman	Network Leader		1/1/01
Susan Ramlal	Other <u>Speech Provider</u>		1/1/01
	Other		1/1/01
	Other		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:** 08x282      **School Name:** Women's Academy of Excellence

**Cluster:** \_\_\_\_\_      **Network:** 534

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

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school will first assess the needs of new students entering the school system and their by conducting the ELL identification process. This allows us to know what language is spoken at home and will be needed to be translated if necessary. For information on other students not identified as ELL's their home language can be found in ATS under the biographical info. This is used to determine the written and oral interpretation needs of our students

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

The majority of our findings is that most scholars home language is English however there is a significant percentage that require Spanish translation and another smaller percentage that requires Urdu and Arabic translations. This information is articulated during staff PD and grade and department meetings when discussing the progress of our special population students which include English Language Learners.

## Part B: Strategies and Activities

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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.

The school provides translation on all documentation that is disseminated for our students families. For oral translation staff members are identified who can provide interpretation services and the school makes sure at least one is available for all school functions where parents will be attending. Therefore the school consults the school and DOE calendar to determine dates, programs, and activities where translation, written or oral will be required.

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.

Oral interpretation will be provided on site by staff members identified to speak the language. The use of the DOE interpretation service will be utilized for those languages not spoken by a staff member but is required to communicate with parents.

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 required documentations and notification will be posted in the main office and information will be disseminated to parents through the parent coordinator. Information gathered will determine what translation and interpretation services will be needed.