



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MONROE ACADEMY FOR VISUAL ARTS & DESIGN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X692

PRINCIPAL: RICHARD MASSEL EMAIL: RMASSEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Richard Massel	*Principal or Designee	
Michael Mallazzo	*UFT Chapter Leader or Designee	
Teresa Lopez	*PA/PTA President or Designated Co-President	
Willie Negrón	DC 37 Representative, if applicable	
Rahnuma Jebin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stanley Griffith	Member/Assistant Principal	
	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

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

In the 2011-2012 school year there will be a 3% increase from 42% to 45% in the students who score 65 or above on the Global History & Geography Regents.

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.

In reviewing the Regents examination pass rate for past four years for Global Studies and Geography we have found that we have increased the passing by almost 33% however the passing rate is still only at 42%. Although our school's weighted pass rate for Global Studies (n=105) is 2.31 and we are at the top of our Peer Range for Global Studies, students are required to pass the Global Regents in order to graduate. And this in fact is reflected in our school's 47.7% four year graduation rate. In addition, when we consider the Students with Disabilities for Global studies, the percentage of students that pass with a 65 is half that of General Education Students.

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.

Teacher teams will work together to revise the Global Studies curriculum so as to identify and develop the specific skills required to address and process the content of the courses. Regular diagnostic assessments will be given to identify student's areas of needs so teachers can track individual student process and provide necessary remediation. CCLS will be implemented to improve student's skills in literacy: reading and writing, so as to better address the DBQ and thematic essays of the Regents examination. Parents will receive regular reports of their child's progress and information on how to support their child in general and in areas of need. The process will be divided into four quarters for the school year.

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.

--- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
--- providing materials and training to help parents work with their children to improve their achievement level in Global Studies
--- 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

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.

--- **Attending job fairs for teachers to recruit highly qualify teachers**

--- **Providing increased leadership opportunities/programs to maintain highly qualified teachers**

--- **Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**

--- **Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

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.

NCLB Title 1 monies will be used to support student and parent services for improving student academic performance.

Budget and resources alignment

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

Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for tutoring, curriculum revision, parent workshops

Title 1: Review books and educational support materials

OTPS funds will provide educational support materials for teachers and students

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.

Improve the four year graduation rate from 47.7% to 50.7% for the 2011-2012 school year

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.

Our school's current four year graduation rate is 47.7% which is only 18.8% of the city range and 39.2% of the peer range, which only earned the school 2.13 points on the 2010-2011 Progress Report. In the past three years as our school has grown our four graduation rate has improved by over 10%, from 41.7 to 47.7, however, the school has also seen a 25% increase in our six year graduation rate from 48.9% to 63.1%. And in looking at our 2011 cohort of students, our College Preparatory Index (n=107) for students who scored 65+ on the Algebra II, Math B, Chemistry or Physics Regents exam is only 7.5% which gives us only a 10.9% peer average and a 29.8% city average.

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.

In order to improve graduation rates, teachers and guidance counselors must work with parents and students to define and explain the required student expectations and best strategies for success. Then there must be a regular and ongoing feedback system to parents that requires specific steps/actions to be taken to document student needs and issues. A "Going Green" system constantly allows both students and parents to know their students status in terms of being on track for a grade and graduation. Then student support services that utilize technology will allow for academic support, credit recovery, and enrichment for students to get back on track for a four year graduation. In concert with this guidance counselors will provide training for parents to support their children in developing the necessary life skills to successfully monitor, assess, and obtain support for their areas of need. Initially, teacher-student mentor teams will be created and support materials will be provided to students and parent. In the second quarter, professional development will be provide for teachers and parents to build stronger community ties and the going green system will then be in acted. By the third quarter, credit recovery will be implemented and monitored on a consistent basis. And in the fourth quarter, the counselors will have had final meetings with students and parents to review academic performance and students progress towards the year/graduation.

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.

--- providing written and verbal progress reports that are periodically given to keep parents informed of their children's academic progress

--- 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

---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

--- 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.

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.

--- **Attending job fairs for teachers to recruit highly qualified teachers**

--- **Providing increased leadership opportunities/programs to maintain highly qualified teachers**

--- **Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**

--- **Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

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.

NCLB Title 1 monies will be used to support student and parent services for improving student academic performance.

Budget and resources alignment

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

Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for credit recovery, parent workshops and student counseling

Title 1: Review books and educational support materials

OTPS funds will provide educational support materials for teachers and students

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.

Improve the schools attendance rate from 72% to 80% for the 2011-2012 school year.

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.

In looking at the school's three year attendance figures, we find the attendance rate has remained fairly constant, 77.8% for 2008-2009, 74.2% for 2009-2010, and 72.0% for the 2011-2012 school year. And our current attendance rate is only 10.3% of the Peer Range and only earned the school 0.39 points on the 2011-2012 Progress Report.

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.

Attendance is the major issue to improving student academic performance, without the student in school there is little if any chance for a child to pass course/regents exams. Initial strategies will include identification of at-risk students and collection of current biographical data. The parent coordinator will then work directly with the guidance counselors to design workshops for parents to improve student attendance and lateness. Teachers will have posted work for their courses that will allow students to re-enter classes and make-up missed materials. And guidance counselors will work with students to determine the underlying reasons for student absence. PBIS can help support students through positive reinforcement and reward systems can be implemented to help encourage students. Long term absences (LTAs) will be given additional support for parents and students.

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.
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's attendance and lateness
 - 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
 - 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

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.
- - **Attending job fairs for teachers to recruit highly qualified teachers**
 - **Providing increased leadership opportunities/programs to maintain highly qualified teachers**
 - **Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, ect.**
 - **Developing relationships with local colleges, universities, and CBO's that support teacher growth and development**

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.

NCLB Title 1 monies will be used to support student and parent services for improving student academic performance.

Budget and resources alignment

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

Title 1: Teacher, Guidance Counselor, and Supervisor Per Session for credit recovery, parent workshops and student counseling

Title 1: Youth Development support materials

OTPS funds will provide educational support materials for teachers and students

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	82	85	90	73	NA	NA	NA	NA
10	232	215	255	80	NA	NA	NA	NA
11	40	43	45	42	NA	NA	NA	NA
12	11	7	5	18	NA	NA	NA	NA

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	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.
Mathematics	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.
Science	Small group tutoring is offered before school. Tutoring and Regents preparation are scheduled after school as well as on Saturday. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up Science credit through a credit recovery programs and departmental assignments
Social Studies	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery programs and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring.

At-risk Services provided by the Guidance Counselor	Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Case conferences are held with the appropriate faculty.
At-risk Services provided by the School Psychologist	Every student is eligible to receive services from the guidance counselor. The school psychologist services are provided on a case-by-case basis.
At-risk Services provided by the Social Worker	Every student is eligible to receive services from the guidance counselor. The school social worker services are provided on a case-by-case basis.
At-risk Health-related Services	Every student is eligible to receive services from the guidance counselor. At-risk Health-related services are provided on a case-by-case basis.

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)

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 Jose Ruiz/ Lawrence Pendergast	District 12	Borough Bronx	School Number 692
School Name Monroe Academy for Visual Arts & Design			

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

Principal Richard J. Massel	Assistant Principal Stanley Griffith
Coach type here	Coach type here
ESL Teacher Premela Ninan -ESL Coordinator	Guidance Counselor Francis Kick
Teacher/Subject Area Joyell Simmons / ESL, ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gloria Vargas
Related Service Provider type here	Other type here
Network Leader Lawrence Pendergast	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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	465	Total Number of ELLs	136	ELLs as share of total student population (%)	29.25%
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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. 

1. An initial identification of students who may possibly be ELLs is provided by the ESL coordinator (certified in ESL) along with the bilingual guidance counselor to determine the eligibility for ESL Support Services for students who are new in the NYC school system. All oral communications and printed materials provided during the intake process are provided in the parent's preferred language. Parents are administered a Home Language Identification Survey (HLIS) by the trained bilingual counselor. If the parent indicates that a language other than English is spoken at home, the bilingual counselor along with the ESL coordinator conducts an informal interview in English as well as the native language to determine eligibility for English language support services. Following the informal interview with the student whose home language is determined to be other than English, the Lab-R is administered by the ESL Coordinator to establish the student's English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services. The Lab-R is hand scored to place students in the appropriate level of instruction within ten days of enrollment. If the student is a Spanish speaker and scores below the LAB-R proficiency level, he will be administered the Spanish LAB. If the student is not a new admit to the NYC public school system, then an ATS report of the student's exam history is run to identify his or her overall English proficiency level. The RNMR report is then analyzed annually to evaluate ELLs level of proficiency within each of the modalities (LSRW) and serve them according to their language skills needs. All eligible students will be administered the NYSESLAT in the spring to determine whether the student is still qualified to receive ELL services as well as placement in the upcoming academic school year.

2. Once the ELL students are identified and tested, the parents are invited to an ELL Parent Orientation Meeting during which they're shown a NYCDOE video in various languages that describes the three programs the NYCDOE offers – Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. Parents are also provided with the ELL Parent Brochure available in their home language to further clarify their options around the three programs. The orientation is facilitated by the trained guidance counselor and a translator, as appropriate. Then the Parent Survey and Program Selection Forms are distributed and the parent decide whether their child should be placed in a TBE or Freestanding ESL program. Based on the parent's program selection and the LAB-R results, the child is placed within 10 days of enrollment.

3. Entitlement, placement for newly identified ELLs, and continuation of service letters for continuing ELLs are mailed to the parents and the students are to bring their forms back signed by the parent. If the Parent Survey and Program Selection Forms are not returned, the default program for ELLs is TBE as per CR Part 154. Copies of all forms are maintained by the school secretary in the main office.

4. Parent choice and students' level of proficiency English (LAB-R results) are used to place ELLs in the appropriate program within 10 days of enrollment. At the beginning of each school year, continued entitlement letters (students who tested below the proficiency level on the NYSESLAT) and non-entitlement letters (students who tested proficiency on the NYSESLAT and are entitled to transitional services) are sent home in English as well as in the student's native language to notify the parents of the students' eligibility for ELL services. All letters are provided in English and in the parents' preferred language. Copies of all letters are maintained by the school secretary in the main office.

5. The trend in program choices that parents most request is for a transitional bilingual education program.
6. The program models (TBE and ESL) offered at our school are in alignment with the parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										24	18	14		56
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										39	31	10		80
Push-In														0
Total	0	0	0	0	0	0	0	0	0	63	49	24	0	136

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	22
SIFE	29	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	49

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

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

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										0
Total	0	0	0	0	0	0	0	0	0	0

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										57	40	27	12	136
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1				1
TOTAL	0	58	41	27	12	138								

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
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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										38	30	20		88
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	39	31	20	0	90

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. (a) The organizational models are self-contained and pull out.

(b) The program model we use for ELL class is block and heterogeneous.

2. All students are mandated to take ESL classes along with their bilingual content classes and NLA class. The programming model for students in ESL classes is as follows:

Beginning level = 3 periods of ESL (540 minutes of ESL instruction)

Intermediate level = 2 periods of ESL (360 minutes of ESL instruction)

Advanced level = 1 period of ESL and 1 period of ELA instruction (a total of 360 minutes)

3. Our students receive instruction in English from the certified ESL teacher as well as in their native language. In the instructional phase, in the beginning level, the content area teacher uses the native language for difficult content and coverage in depth. In the activity or summary phase, the teacher reviews and practices new content in English to focus on the language development as the principal objective. In the intermediate level, the teacher instructs in English and in the activity or summary phase the students explain and write what they have learned in the native language or in English. In the advanced level, for both the instruction and the activity, English is the primary language used in order to move the students toward independence in English. They should be able to rely more directly on the text for the meaning. Students may use the native language to assure full comprehension and involvement. Materials and resources are carefully selected and when students have acquired a strong foundation of English in intermediate fluency, the linguistic foundation is used to develop academic language and concepts in English. The strategies and techniques used to provide comprehensible input are using visual and modifying speech. Scaffolds such as modeling, demonstrating, activating prior knowledge, use of graphic organizers, contextualization of vocabulary, story mapping, K-W-L activities, think aloud, etc. are some of the researched based instructional practices that are utilized to develop academic language in all four skill areas for English language learners.

4. We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R as well as LOTE. In addition, we provide options for ELLs to participate in alternative assessments in their native language in all content area classes. ELL students have the option of testing in their native language in class assessment as well as on NY State assessments. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency to the second language acquisition process

5. Additional support is offered to SIFE students. Teachers across all content areas use research based instructional strategies to include: activate prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities;

A. Programming and Scheduling Information

activating higher order thinking skills through sorting, categorizing, charting, diagramming; explicitly teaching vocabulary. Technology is infused in content area classroom instruction. Native language support is provided in all classes throughout the school day. In addition, students are invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers also increase their communications with the parents of the identified students

b. Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, class room libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c. For ELLs receiving service 4 to 6 years, the focus is on explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

d. Instruction for Long Term ELLs includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents

6. ELLs identified as having special needs are given extra help by a certified ESL teacher and bilingual paraprofessional. They are served as per their IEP. The ESL, SpEd, NLA teachers collaborate to align curriculums with a focus on improving academic literacy skills. Teachers across all subject areas ensure that the four modalities: listening, speaking, reading, writing, are addressed in daily lessons

The instructional strategies the teachers use are balanced literacy strategies (read aloud, independent reading, think pair-share and guided reading questions). We generate word list to enhance their vocabulary skill. Cooperative work is one main component of most lessons. Teachers use novels adapted for multiple levels of English proficiency. Pearson- Pacemaker series, high interest/low level books are selected for instruction (stories with a twist) and technology is also included for instruction (Novanet). In all classrooms the following supports are provided: bilingual glossaries, bilingual texts, translated texts, audio/visual presentations and student options to respond to assessment using their native language,

Curriculum is adapted to meet the needs of the students. Students have questions read to them if written on their IEP. A paraprofessional is also provided to give additional support to the ELL-SWD students. Powerpoint presentations are provided for visually impaired students.

7. The ESL, special education, and content area teachers collaborate in weekly inquiry team, grade and department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow them to provide ESL instruction to ELLs during the regular school day (through regularly scheduled classes as well as through Lunch & Learn sessions) Additionally they are able to collaborate with the Special Education team, and grade inquiry team to monitor individual ELL-SWD's progress in core subject classes and by grade.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

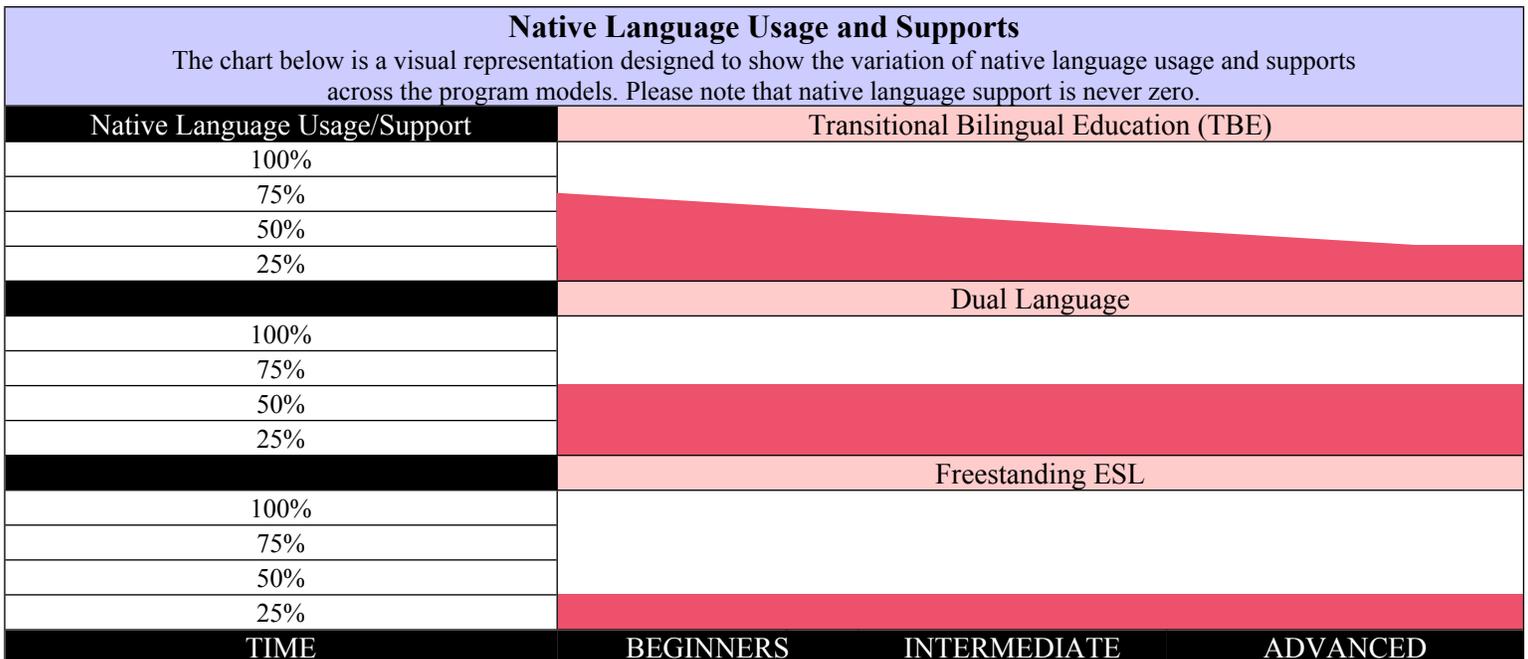
Class/Content Area

Language(s) of Instruction

Native Language Arts	Spanish
Social Studies:	
Math:	Spanish
Science:	Spanish

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

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



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 participate in one-to-one tutoring in Math, ELA, and other content areas, during the regular school day as needed. Intervention services are offered in English as well as in the students' native language. In addition, we provide after school tutoring and Saturday school funded by Title III.

9. Students who reach proficiency on the NYSESLAT, are placed in a monolingual class and continue to receive transitional services for two additional years. Services include the extension of testing time, additional reading of the listening passage on state exams, small group settings, native language support, Tutorial services are available during the school day, after school, and Saturdays for students who need additional support. Professional development sessions are offered to all content area teachers instructing them in English as a Second Language methodology. Instructional strategies such as the use of visuals, methods in vocabulary acquisition, co-operative learning, use of graphic organizers, alternate assessments, (e.g. Portfolios, journals and use of computer technology)

10. All ELL programs will continue this year.

11. No ELL programs or services will be discontinued

12. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.

Title III programs supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, Saturday school and parent meetings are provided as appropriate. The ESL teacher and the content area teachers in the Title III program meet weekly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13. Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular school day and in after school. Books on tape, overhead projectors, SMART Boards, PowerPoint presentations, film, and songs are used to enhance learning of concepts. There are also well-stocked bilingual libraries in all ESL classrooms. Computer software in reading, vocabulary, and writing are employed in the classroom, as well. A mobile lab is available for computer processing activities. Students receive language support through content area books in the classroom. The classroom library provides content area books in the native language to further ensure success in the subject area.

14. . Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments

15. Our ELL students receive the required services, support, and resources appropriate to their ages and grade level. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness

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 participate in one-to-one tutoring in Math, ELA, and other content areas, during the regular school day as needed. Intervention services are offered in English as well as in the students' native language. In addition, we provide after school tutoring and Saturday school funded by Title III.

9. Students who reach proficiency on the NYSESLAT, are placed in a monolingual class and continue to receive transitional services for two additional years. Services include the extension of testing time, additional reading of the listening passage on state exams, small group settings, native language support, Tutorial services are available during the school day, after school, and Saturdays for students who need additional support. Professional development sessions are offered to all content area teachers instructing them in English as a Second Language methodology. Instructional strategies such as the use of visuals, methods in vocabulary acquisition, co-operative learning, use of graphic organizers, alternate assessments, (e.g. Portfolios, journals and use of computer technology)

10. All ELL programs will continue this year.

11. No ELL programs or services will be discontinued

12. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.

Title III programs supplement instruction for ELLs in the core school day. Students are offered after-school tutoring services to build ELLs' Regents taking skills. In addition, Saturday school and parent meetings are provided as appropriate. The ESL teacher and the content area teachers in the Title III program meet weekly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.

13. Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular school day and in after school. Books on tape, overhead projectors, SMART Boards, PowerPoint presentations, film, and songs are used to enhance learning of concepts. There are also well-stocked bilingual libraries in all ESL classrooms. Computer software in reading, vocabulary, and writing are employed in the classroom, as well. A mobile lab is available for computer processing activities. Students receive language support through content area books in the classroom. The classroom library provides content area books in the native language to further ensure success in the subject area.

14. . Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments

15. Our ELL students receive the required services, support, and resources appropriate to their ages and grade level. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness

16. Summer School Institute is available for newly enrolled ELL students before the beginning of the school year. Letters in English and in the parents' preferred language are sent to students' homes inviting them to the event. The program is designed to aid in socialization

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?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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11. No ELL programs or services will be discontinued

12. ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.

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16. Summer School Institute is available for newly enrolled ELL students before the beginning of the school year. Letters in English and in the parents' preferred language are sent to students' homes inviting them to the event. The program is designed to aid in socialization

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. PTA meetings are conducted every month. Educational issues are discussed and suggestions are made during the meetings. The principal, parent coordinator, guidance counselors, and the U.F.T. representative attend the monthly meetings. ELL parents are notified of all meetings through telephone calls, letters, and flyers that are provided in the parents' preferred language. We conduct informational workshops to help the parents understand the high school process in English and in Spanish.

2. We do not participate with any other organizations.

3. We ask for suggestions and give out surveys during the parent orientation. Parents responses to school surveys administered during monthly parent meetings, determine our school's upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents' requests to the ELL coordinator.

4. We provide information to ELL parents to further support their understanding of meeting their child's academic requirements (understanding transcripts, report card, regents score and NYSESLAT results, ARIS, Common Core Learning Standards) and to ensure academic success. We also help them understand the college admission process and financial aid.

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.

ESL, ELA, content teachers and native language teachers for ELLs have attended the quality teaching for ELLs (QTEL) professional development sponsored by the Office of English Language Learners, DOE. The ESL coordinator attends instructional and technical training offered by NYCDOE-OELL, QTEL, CFN603, RSE-TASC to include: Language Allocation Policy, Title III plan, Language Translation and Interpretation Plan, BESIS, NYSESLAT, ELL Considerations for CommonCore Aligned Tasks, ELLs and Students with Disabilities (Theory and Strategies). The information provided at training is turnkeyed to the principal, assistant principals, guidance counselors, subject area teachers, special education teachers, secretaries, office personnel, and the parent coordinator. A minimum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend ESL training as available.

2. At the beginning of each school year, all staff members are provided a full day training to assist ELLs as they transition from middle school to high school.

3. Documentation (workshop certificates, agendas, attendance log) toward the 7.5 hours of ELL training for all staff are maintained by the school secretary in the main office.

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4. We provide information to ELL parents to further support their understanding of meeting their child's academic requirements (understanding transcripts, report card, regents score and NYSESLAT results, ARIS, Common Core Learning Standards) and to ensure academic success. We also help them understand the college admission process and financial aid.

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
													L

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)										18	12	7	0	37
Intermediate(I)										27	16	15	7	65
Advanced (A)										13	11	5	5	34
Total	0	0	0	0	0	0	0	0	0	58	39	27	12	136

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										11	12	6	0
	I										8	17	16	7
	A										24	11	4	5
	P										15	0	1	0
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

- NA
- The pattern in student NYSESLAT results in the four modalities of reading, writing, speaking and listening across proficiency levels and grades suggest that the skills in which most students need support are reading and writing.
- For English language learners, basic communication skills are usually acquired first. To further support our ELLs in acquiring cognitive academic language proficiency, our instruction will focus on explicit vocabulary building across all content areas along with native language support. In addition, teachers across all content areas will integrate reading and analyzing informational texts and writing opinions and arguments in response to the texts.

Periodic progress monitoring through formal and informal assessment provide our teachers with insights as to the progress and/ or setbacks

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

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	19	0	11	0
Integrated Algebra		52		30
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		21		5
Living Environment		66		37
Physics				
Global History and		41		30

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government		16		9
Foreign Language	23		22	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- NA
- The pattern in student NYSESLAT results in the four modalities of reading, writing, speaking and listening across proficiency levels and grades suggest that the skills in which most students need support are reading and writing.
- For English language learners, basic communication skills are usually acquired first. To further support our ELLs in acquiring cognitive academic language proficiency, our instruction will focus on explicit vocabulary building across all content areas along with native language support. In addition, teachers across all content areas will integrate reading and analyzing informational texts and writing opinions and arguments in response to the texts.

Periodic progress monitoring through formal and informal assessment provide our teachers with insights as to the progress and/ or setbacks our students are experiencing in the four modalities as well as in the content areas.

- The students do better in the native language. The school leadership and teachers use the result of ELL periodic assessment to scaffold academic text to their level of understanding. The results will give the areas where the students achieve proficiency and where they lack proficiency.

5. N/A

- We evaluate our ELL's through NYSESLAT, English Regents, and other content area regents.

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)
Richard J. Massel	Principal		1/1/01
Stanley Griffith	Assistant Principal		1/1/01
Gloria Vargas	Parent Coordinator		1/1/01
Premela Ninan	ESL Teacher		1/1/01
	Parent		1/1/01
Joyell Simmons/ESL ELA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Francis Kick	Guidance Counselor		1/1/01
Lawrence Pendergast	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: 12x692 **School Name:** MAVAD

Cluster: 6 **Network:** 603

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.

Parent's translation and oral interpretation needs are determined by: HLIS (parents' preferred language of communications), ATS home language reports (RHLA) as well as teacher assessment, guidance counselor interactions and parent coordinator's expertise in evaluating individual parent's needs.

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 parents are Spanish speakers; there are also Arabic speakers. Using the HLIS/ ATS reports, all communications, oral and written, are delivered in English, Spanish, and Arabic. Findings are disseminated to the school community via staff and parent meetings, to ensure that all members of the community will reach out to non-English speaking parents.

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.

All written school communications will be translated into Spanish and Arabic before being sent home. The Parent Coordinator will provide most of the written Spanish translations. DOE forms in various languages are available on the DOE website. The Language and Translation Unit is contacted for translated materials.

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.

In house staff will provide oral interpretation services in Spanish. Over the phone and on-site support is available through the Language and Translation Unit for low incidence language interpretation assistance.

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

All school information is sent in English and in the parents' preferred language. Materials include: brochures, entitlement letters/non entitlement letters, NYSESLAT Parent Guide, invitations to conferences and workshops. The required signage and DOE translations will be posted in the school to inform parents of their rights to translation services. The phone number for the Translation and Interpretation Unit will be available in the office.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: MAVAD	DBN: 12x692
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Regents Preparation Program:

This program targets ELLs in the 10th/11th grade who are enrolled in both English and Social Studies courses, which lead up to a New York State Regents examination. ELLs on all levels (beginners, intermediate or advanced, and transitional) are invited to participate. The program includes required components of essays, research reports, creative writing; mock testing, Social History research and a unit on Regents study skills. Every student in this program will receive a Regents practice guide for both Social Studies and English and will receive Regents preparation assignments during the sessions. In addition, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Language Arts, and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. They collaborate once a week with ESL teachers.

Frequency of the program/activity: Twice a Week (Tuesdays and Thursday) Select Saturdays

Teachers: 2 (English/Social Studies)

Resources: Folders, regents practice guides, loose-leaf binder; Public Library; history/literature books.

Facilities: regular classrooms

Assessment: research reports, testing, oral presentations, and group collaboration.

Beginning time: after-school from 3:30pm - 5:30pm, Saturdays 9am – 2pm

Two hour per session; 177 hours total per semester

Beginning date: February 1, 2012; 18 week program

Measurable outcomes: students will move-up from beginner to intermediate, or from intermediate to advanced. Higher NYSESLAT, ELA and Social Studies passing average.

Proposed Supplemental Instructional Activity #2

NYSESLAT Preparation Program:

The program is targeted for all ELLs on all levels (beginners, intermediate, advanced and transitional). The program will provide an instructional plan that is aligned with mandated ESL/ELA and content learning standards and the core curriculum. Through the primary use of the NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and will implement research based instructional strategies.

Part B: Direct Instruction Supplemental Program Information

In this program, the students will read short stories, analyze picture books, listen to audio and media presentations; read documents and retell what they read; write letters and critique each other's writing; draw picture summaries, observe patterns and chronology in pictures/diagrams; essay writing, view, listen and discuss literature of different genres; make predictions and inferences; oral presentations and evaluate them.

The goal of this program is to help students meet the New York State English Language ability requirement and this can only be done by passing the NYSESLAT. This program will continue in the spring based on budget allocations.

Frequency of the program/activity: Twice a Week (Monday and Wednesday)

Teachers: 2 (ESL)

Resources: NYSESLAT Preparation text, core subject textbooks, libraries, standard-based instructional materials.

Facilities: regular classrooms

Assessment: oral presentations, portfolio, written project, and other forms of testing.

Beginning time: after-school from 3:30pm-5:30 pm

2 hours per session

72 total hours per semester

18 week program

Beginning date: February 1, 2012

Measurable outcomes: Higher NYSESLAT, ELA and Social Studies passing average.

Part C: Professional Development

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

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

Begin description here: Professional Development Program

Ongoing professional development is a priority at MAVAD. Throughout the school year, the ESL teacher frequently attends ELL related professional development sessions. Content area teachers are also encouraged to attend professional development that will support their instruction of ELLs in their classrooms.

Monthly, the ESL teacher meets with content area teachers afterschool to discuss research based strategies that can be implemented in all content area classrooms. Such strategies include QTEL, testing

Part C: Professional Development

accommodations, ESL/ELA standards and performance indicators, Academic Language for ELLs, Special Education ELLs and differentiating instruction for ELLs in the content area. Title III will fund the five one-hour workshop, from February to June. One ESL teacher will facilitate and 10 content area teachers of ELLs will attend the one hour workshops after school. The workshops will enhance and support the instruction of all ELLs across all disciplines.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement in Student Education

The program will include sessions, to be hosted by the Guidance Department and the Principal, on graduation requirements, interpreting transcripts, how parents can help in their children's education, and what resources are available to them and their children to succeed in school.

Activities Parents will be engaged in:

- Revision and Inquiry of student academic transcripts
- Analysis of financial aid information for funding a college education
- The learning of specific strategies to assist their child's education
- Writing workshop for parents of ELLs seeking to develop and or improve their writing skills

Frequency of works/tops: 2 Sessions.

Facilitators: Guidance Department, Principal

Facilities: Classroom.

Measurable outcomes: Parents will become more involved in their children's academic progress

Part E: Budget

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

Allocation Amount: \$

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