



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ACADEMY FOR COLLEGE PREPARATION & CAREER EXPLORATION

DBN 17K382

PRINCIPAL: DORIS UNGER

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SUPERINTENDENT: **KAREN WATTS**

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
Doris Unger	*Principal or Designee	
Claude Atkinson	*UFT Chapter Leader or Designee	
Medge Lee Ajani	*PA/PTA President or Designated Co-President	
Cecilia Andrew	DC 37 Representative, if applicable	
Tuwanna Coleman Rolanna Browne	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ann Organisciak	CBO Representative, if applicable	
Desiree Kingston	Member/SLT Chairperson	
Ingrid Robinson	Member/Parent	
Carol Ottley	Member/Parent	
Columban Alexander	Member/PA Vice President	
Icon Bell	Member/Paraprofessional	
Andrea Cunningham	Member/teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, to improve teacher effectiveness through low inference, evidence based feedback and next steps by increasing the number of short, frequent cycles of formative classroom observations by 10%.

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.

An analysis of our scholarship report, Regents results and based on the recommendations found in our 1011-2012 Quality Review, the school has identified a need to improve teacher pedagogy. Through the implementation of the Teaching Effectiveness Program, feedback is provided to teachers addressing specific competencies.

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) key personnel 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.

- *Principals and assistant principals will visit each teacher's classroom at least 4 times over the course of a year and provide teachers with formative written and verbal feedback aligned to 7 Danielson Competencies*
- *There will be evidence of teacher support and growth in targeted pedagogical areas identified through classroom observations.*
- *Through our partnership with TEP (NYCDOE), our coach will support the administration weekly to develop a fluid observation process in our school.*
- *During our PD and CP sessions, teachers will review Danielson rubric for 7 competencies and identify areas of needed improvement.*

Administration will create a template to deliver written feedback to teachers, conduct frequent partial

- *Entry of classroom observations in ARIS Learn Talent Management*
- *Monitoring of individual teacher ratings to identify areas for teacher support*

PD plan will reflect the revisions due to observations results

Time Implementation:

September 2012-January 2013 Administration will conduct 2 classroom observations and provide feedback for each teacher

February 2013-June 2013 Administration will conduct 2 additional classroom observations and provide feedback for each teacher

September 2012-June 2013 Professional Development will revolve around the evolving results from classroom observations; Administrators will entry

data on ARIS for 7 emphasized competencies

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school host the following activities for parents:

Back to school night, College Night, Awards ceremonies, Financial Aid Night, Parent workshops: ARIS, Datacation/Schedula, Reading Transcripts, Anti-Bullying, Gang Awareness; Monthly AP meetings, Monthly SLT meetings, Open School Afternoon and Evening, ELL parent workshops, Father's Day celebrations, Mother's Day celebrations, Culture Day/International Food Festival, Parent Association membership Drive, Graduation

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I funds – for professional development, professional development materials and resources, ie. ASCD memberships

Teacher Effectiveness Allocation – to pay per session for membership participation

Tax Levy – to hire Mentors for first year teachers

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, to complete and evaluate 2 CCLS aligned tasks in English, science, social studies, and math.

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.

To achieve compliance with regard City standards for implementation and adaption of CCLS in Math, Science, Social Studies and English.

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) key personnel 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.

- *By February 1st, each content area teacher will complete their CCLS task, collect and evaluate their students' work, and along with vertical team members revise the task.*
- *By May 1st, each content area teacher will complete another CCLS aligned task, and repeat the aforementioned tasks with their colleagues.*
- *Until June 2013, Teachers will meet weekly to create CCLS bundles.*
- *Teacher's College will continue to differentiate the PD for teachers with various experiences in the CCLS.*
- *Administration will support teachers by reviewing tasks, enforcing deadlines, and collecting students' work.*
- *CCLS tasks will be collected from teachers along with completed student work.*
- *Common Planning agendas and Teacher's College agendas will reflect the PD to support teachers.*

- *Classroom observations will reflect CCLS performance tasks*

Timeline for Implementation:

September 2012-November 2012 Use of Common Planning for review and creation of CCLS Tasks

December 2012 –January 2013 Completion of Task in Classroom Instruction

February 2013-March 2013 Review and Evaluation of Tasks

March 2013-April 2013 Creation of 2nd Task

May 2013 Completion of 2nd Task in Classroom Instruction

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The school will host parent workshops on CCLS for parents of ELL, Special needs and Gened students. Translation services will be provided.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here: Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Administrators, Teachers, Guidance Counselors, Paraprofessionals, Parent Coordinator, CFN staff members, Central staff members and parents will facilitate as well as attend professional development/teacher training, parent workshops, host evening and weekend events, attend College Board and Teacher's College **** to become better informed about CCLS and Citywide Instructional Expectations.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, to increase credit accumulation and scholarship rate for our lowest third by 3% as compared to 2011-2012.

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.

An analysis of our scholarship report, Regents results and based on the recommendations found in our 2011-2012 Quality Review, the school has identified a need to improve teacher pedagogy. Through the implementation of the Teaching Effectiveness Program, feedback is provided to teachers addressing specific competencies.

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) key personnel 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.

To achieve this goal, the following instructional strategies and practices will be implemented:

- *Monthly Inquiry team meetings – implement targeted strategies identified by vertical and horizontal grade teams*
- *Increased use of technology to supplement and support academic growth*
- *Increasing differentiation of instruction to address all student needs*
- *Identify and provide common planning time for teachers and paraprofessionals*
- *Provide after school and Saturday programs for academic support through Achieve Now Academy budget*
- *Provide tutoring during lunch time*
- *Provide targeted student support from guidance counselors*
- *Adapt a Trimester Model*
- *Continue to analyze scholarship, Regents and Progress Report grades and pass rates*
- *Provide regular Teacher Feedback, formal and informal*
- *Analyze mock Regents Results to identify skills and areas of content that students need additional support in*
- *Analyze Acuity Results to identify skills that the students are deficient in*
- *Analyze College Board Test Results (SAT and PSAT results)*

- Analyze Attendance Reports/Per Periodic Attendance; identify patterns in attendance; identify patterns in subgroups
- Analyze prior year's scholarship reports
- Analyze prior year's Regents results reports
- Analyze Mentor Feedback
- Analyze Vertical and Horizontal Team Feedback

Timeline Implementation:

September 2012 – June 2013 Inquiry Team Meetings Weekly; Classroom Observations Monthly; Common Planning Bi-Weekly; Lunch Time Tutoring; Acuity Results; Technology based plan to assist students in need of credit accumulation; Weekly Attendance Meetings; Guidance Interventions December 2012, March 2013, and June 2013 Review of Scholarship Reports for Report Cards and Progress Reports per Trimester
January 2013 Review of Regents Results
December 2012 and May 2013 Mock Regents Exams
November 2012-May 2013 Middle School After school and Saturday Program
November 2012-June 2013 High School After School and Saturday Program

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The administrators, teachers, guidance counselors and social workers will continue to invite individual students and their parents to the school to discuss academic, social –emotional as well as cohort specific topics. Translation services will be provided as needed.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other – Achieve Now

If other is selected describe here: Fair Student Funding; Achieve Now

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Staff members will be compensated for teaching in the After-school and Saturday Achieve Now Academy

The UFT has agreed through an SBO vote to move into a trimester model

Resources have been allocated to support a teacher Mentor 3 days per week

Resources have been allocated to pay Teacher Effectiveness Team members to meet and discuss the implementation of TEP

ATRs are used to cover teacher programs when teacher attend off-site Professional Development

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.

By June 2013, the results of the ELA regents will increase by 3%.

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 English regents scores were low compared to our other exam scores. We are devising individual plans for our 3rd and 4th year cohort to support them to pass the ELA regents exam with 75 or better.

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) key personnel 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 will use item analysis from previous regents exams to identify areas of focus
- Guidance Counselors will review cohort data to target 11th and 12th graders who need small group tutoring after school and on Saturdays
- During classroom instruction, all English classes will have a writing element daily, teachers will engage in developing tasks that are aligned to the NYS regents exams, and look at student work to norm grading across the school
- Teachers will continue to meet in vertical teams to create non-fiction reading lists, which will include a variety of data sources aligned to the 9-12 tasks and extend across the curriculum

Timeline Implementation

September 2012-June 2013: Common Planning; Regents results in Jan, June, and Aug for 2013; Teacher Observations Formal and Informal; CCLS Task Bundles for Literacy and Student Work; Non-Fiction Reading Lists for Grades 9-12

January, June and August 2013 review Regents Results and Item Analysis for Exams

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:
Fair Student Funding; Achieve Now

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.
By June 2013, to improve Middle School performance on NYS Standardized State Test including our bottom 3rd by 2%.

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 Middle School Progress Report decreased to a “C” largely based on our NYS state exams scores.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- *Conduct conferences with individual teachers to develop teacher goals.*
- *Tutoring groups for targeting students who at Level 3 and Level 4 Proficiency.*
- *Offer parent classes that will assist parents with helping students at home.*
- *Provide Professional Development to teachers on increasing rigor in the classroom.*
- *Provide teachers professional development for teachers on differentiation.*
- *Professional development on implementing CCLS in the classroom.*

Timeline Implementation:

September 2012-June 2013 Create and review teacher goals; Professional Development from CFN to implement task and offer sample tasks for use in classroom; PD on differentiation and rigor

October 2012-April 2013 After school and Saturday Tutoring

March 2013 Parent Classes

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Fair Student Funding; Achieve Now

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	1 ½ hours of instruction in the Middles School 1 ½ hours of instruction for 9 th graders for the bottom third Regents Prep classes Writing electives	Single gender classes in middle school	During and after school
Mathematics	1 ½ hours of instruction in the Middles School 1 ½ hours of instruction for 9 th graders for the bottom third Regents Prep classes	Single gender classes in middle school	During and after school
Science	Castle Learning UA	All grades – 6-12 Middle School Science	During and after school
Social Studies	Castle Learning	All grades 6-12	During and after school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory for 1 st year high school students Social Worker Guidance Counselor Health Clinic Services	All grades 6-12	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

First year teachers are assigned Mentors

On an as need basis, the mentor will work with 1st year teachers more than 1x per week

On an as need basis, mentors will be assigned to veteran/tenured teachers

Teachers as encouraged to attend off-site professional development

The school maintains communication with school liaisons of our teachers who are in graduate school

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader C. Groll/Cristina Jimenez	District 17	Borough Brooklyn	School Number 382
School Name ACPCE			

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

Principal Doris Unger	Assistant Principal Lyndon Charles
Coach Heather Newman	Coach Roberta LeBaron
ESL Teacher Roberta LeBaron	Guidance Counselor Nicola Anderson
Teacher/Subject Area Maureen Stephens/Spanish	Parent type here
Teacher/Subject Area type here	Parent Coordinator Kathleen Riley
Related Service Provider Pamela Washington	Other type here
Network Leader Cristina Jimenez	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	42

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
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D. School Demographics

Total number of students in school	569	Total Number of ELLs	27	ELLs as share of total student population (%)	4.75%
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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. 

Upon an ELL student's entry to ACPCE, the accounting secretary distributes the Home Language survey. The parent coordinator, the guidance counselors, and the ESL teacher are informed of an incoming ELL. Within ten days, the LAB-R is administered by Roberta LeBaron, a certified ESL teacher. Spanish-speaking students are also given the LAB in Spanish by Ms. LeBaron. Ms. LeBaron will also administer the NYSESLAT in the spring after attending professional development for effective test administration. An informal interview ascertains if the student can answer basic questions about name, address, grade, length of time in the US, and phone number, if the student can understand and use a variety of present, past, and future tenses, and if the student has command of phrasal verbs and idioms. The student also completes a twenty-five question multiple choice-grammar diagnostic and supplies a writing sample.

Parents are informed of the three possible language program choices upon registering their child at ACPCE. The materials are provided in other languages. After watching a video describing the three programs, parents make their choice. Freestanding, self-contained ESL classes are the only program choice at ACPCE and parents are informed that a search will be done for a school that has their program of choice if they choose TBE or a Dual-Language program. They would be informed by certified ESL teacher Roberta LeBaron by letter. The letter would be in the language they had indicated as their language of choice on the HLIS or the language of choice noted in the admissions process.

Our school offers self-contained ESL classes as the number of students of one language and in a narrow grade range grade needed to create a bilingual program is not met. At this time there are no plans to create another program model in addition to self-contained ESL.

RLAT reports from ATS are used to determine which students are eligible for NYSESLAT testing. This data will be cross checked with that of students who have been here less than two years and new admits not yet in the ATS system.

The protocol for distributing the Parent Survey and the Program Selection Forms is the survey and the form are given in the admission process. These records are kept by the guidance counselors who act in conjunction with the certified ESL instructor, Roberta LeBaron to inform parents of their choices, the programs, and program availability. To ensure parents understand the offerings and their rights, over the phone interpretation is offered.

NYSESLAT and LAB-R scores determine the number of minutes of ESL instruction as per guidelines in CR-154.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	school
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This offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	3

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	6	1	6	0	1	2			27
Total	19	6	1	6	0	1	2	0	0	27

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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:
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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							2	1			1	1	1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian								1	2	3	4	3	1	14
French							1					1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1			2		3
TOTAL	0	0	0	0	0	0	3	2	3	3	6	7	3	27

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. How is instruction delivered?
 - a. The organizational model of ESL at Academy for College Preparation and Career Exploration is the Self-Contained model.
 - b. The program model is ungraded and homogenous: all students regardless of grade are placed in classes according to their proficiency levels on the LAB-R and NYSESLAT (i.e., beginners, intermediates, and advanced.)
2. How does the organization of our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model?
 - a. Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL program as per CR Part 154. All beginning students have three 45-minute periods of ESL each day five times per week, thus meeting the requirement of 540 minutes per week for beginning ELLs. All intermediate students have two 45-minute periods of ESL each day five days per week, thus meeting the requirement of 360 minutes per week for intermediate ELLs. All advanced students have one 45-minute period of ESL per day five days a week as well as one 45-minute period of ELA instruction five times per week, thus meeting the requirement of 180 minutes of ESL instruction and 180 minutes per week of ELA instruction. Since the only program model at ACPCE is Self-Contained ESL, NLA instruction is not offered.

3. Content Areas in the Self-Contained Model:

The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and

A. Programming and Scheduling Information

developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas.

By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum.

All content at ACPCE is delivered in English. Some support in Spanish is given in the ESL classroom. The ESL teacher does not speak Haitian Creole, Arabic, Nepalese, or French, so English is the mode of communication in the ESL classroom as well.

The native language is supported by the availability of bilingual dictionaries and glossaries, homogenous language groupings, online bilingual resources, bilingual textbooks, and the pairing of a same-language 'buddy'. The ESL teacher, Roberta LeBaron, is also able to provide Spanish interpretation and translation. Students can strengthen their Spanish and French skills through advanced language classes at ACPCE (for Spanish) and through a partnership with other schools on the Erasmus campus (for French). Students can take a Regents exam in Spanish or French.

4. At this time, the LAB in Spanish is the only first language assessment that has been used this school year.

5. a. Instructional plan for SIFE: Educational interventions are written and implemented for all SIFE at ACPCE. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow him or her to experience academic success. The ESL teacher's lessons will introduce and build upon the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers: Newcomers participate in our Balanced Literacy Program at ACPCE. Many newcomers test as beginners on the LAB-R, so they receive three 45-minute periods five times a week. Intermediates receive two such periods, and advanced, one period of ESL and one forty-five minute period of ELA. In ESL class, the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practice in mini-lessons which are followed by group, paired, and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

c. Instructional plan for ELLs receiving 4-6 years of ESL service:

Students receiving 4-6 years of ESL service are identified by the ESL teacher, content area teachers, and guidance counselors using the available student data reports. The teachers and counselors meet to discuss the student's current academic track record and potential graduation date. In addition, most of these ELLs attend after school in order to meet the academic graduation requirements.

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to

A. Programming and Scheduling Information

them that will help them prepare for Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4–6-year ELLs, these students are tracked and discussed on a monthly basis by their ESL teacher, content area teachers, and guidance counselors.

e. Instructional plan for ELLs identified as having special needs: Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ESL classes.

To prepare ELL students for the ELA, there is a great emphasis on reading and writing and there is coordination between the ESL teacher and the ELA teachers to provide support and reinforcement of material being covered in the ELA classroom. There is reading and writing across the entire curriculum at ACPCE.

The plan for all ELLs, regardless of their time in ESL, is to provide academically rigorous material that will give students language development opportunities, reinforce content, and provide reading and writing across the curriculum with the goal of passing their Regents and other exams.

6. Needs are met according to the parameters of each student's IEP. There are no ELL students at ACPCE whose IEP requires bilingual services. At this time, for all students, the content teachers are providing the ESL teacher with topics that need to be reinforced in the ESL classroom and submitting exams to the ESL teacher for translation or paraphrasing into clearer language before the exams are administered to the students. A variety of scaffolding techniques is being used, including content area textbooks written for ESL students. In the ESL class, lessons cover reading comprehension, vocabulary development, writing skills, listening, note-taking, delivery of oral reports, and the language of debate in speaking and writing to help support students' progress and success in their content area classes.

7. The ELLs take their content area classes with general education students.

Courses Taught in Languages Other than English ⓘ

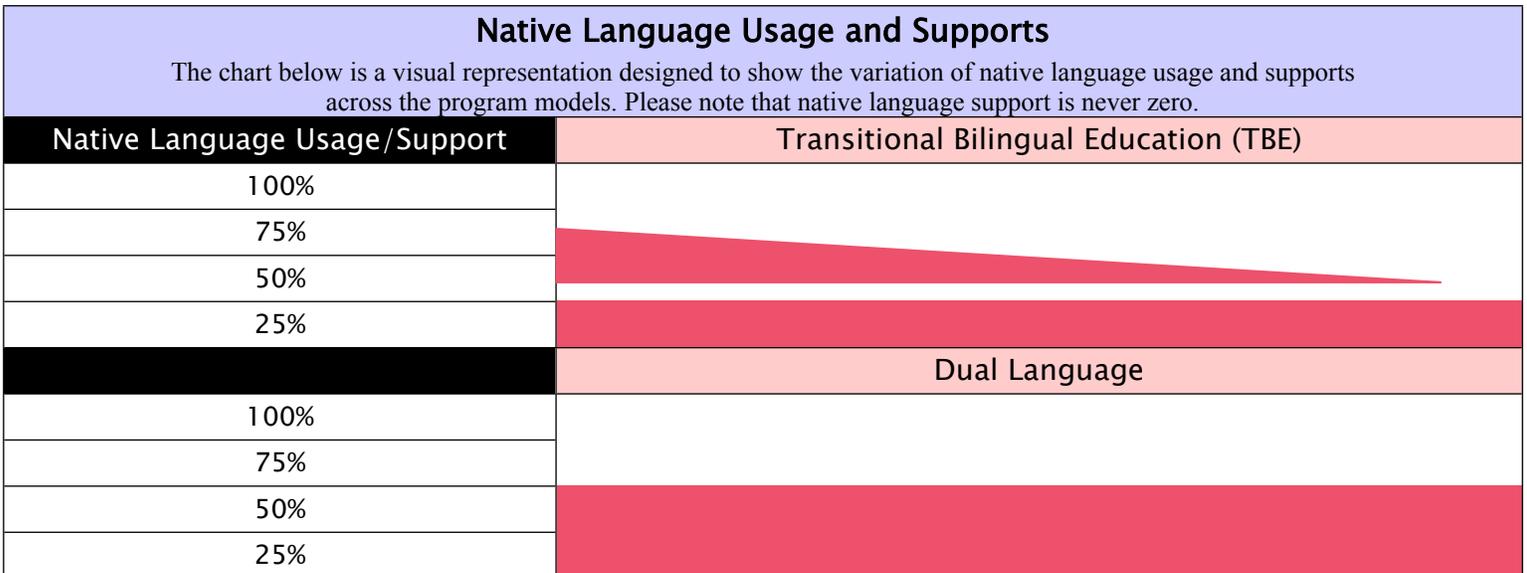
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. Targeted Intervention Programs for ELLs in ELA, math, and other content areas:

After-school and once-a-week lunchtime tutoring is offered by the content teachers in addition to the Self-Contained ESL classes. Students also have access to peer tutors during the day. These tutors aid the ESL students in their acquisition of the necessary skills and understanding to be able to thrive in their respective content area classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self-monitor and self-motivate their own learning and academic progress.

9. Continuing transitional support (2 years):

Students who have passed the NYSESLAT continue to receive support in their academic classes and on Regents Exams. Tutoring program services are available to students after school; all teachers who instruct in these programs are certified in their academic fields. Afterschool classes are also offered to all students who would like to earn more credits and prepare themselves for the standardized exams given in January and June. As mandated, once students have passed the NYSESLAT, these former ELLs receive time and a half extensions on Regents exams for up to two years.

10. Currently there are no new programs being considered for the upcoming school year.

11. Currently there are no programs or services to be discontinued this year.

12. All school programs, including after-school tutoring and sports teams are offered to all students, including the English Language Learners. Peer tutoring is also available to students who participate in a school activity or on a team but need assistance maintaining the appropriate grade point average to do so.

13. A variety of materials to support ELLs' learning is used at ACPCE. First, we have a classroom library consisting of multiple genres: informational non-fiction, realistic fiction, biography, memoir, historical fiction, poetry, and traditional literature. Secondly, art, music, and media are intertwined into lessons by way of song lyrics, visual aids, and video clips. Most textbooks come with software for student use and practice. In addition, SmartBoard technology is used across the curriculum. The Pearson Kestone texts series is used for students with a beginning level of proficiency. The ESL teacher provides scaffolding for the content area class texts. When possible, bilingual

lessons from these texts are procured. Bilingual dictionaries and glossaries are also provided in the content classes and in the ELS class.

14. Although native language instruction is not offered at ACPCE (apart from Spanish speakers who take Regents and AP Spanish classes), native language support is available. Newcomers are given a same-language-speaking buddy to assist them in acclimating to their new environment and in their classes. The ESL teacher also speaks Spanish. Bilingual dictionaries, textbooks, and glossaries are used.

15. All required services are designed to support and correspond to middle school and high school students.

16. All registered new students are invited to the two-day New Student Orientation prior to the beginning of the new school year. The ESL teacher and content area teachers attend to assist in the daily activities, such as "College Readiness" talks, a tour of the building and classrooms, and opportunities to ask upper-class students and teachers questions about the upcoming high school experience.

17. Spanish, from beginning level to Advanced and AP, is offered at ACPCE.

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)?

ACPCE does not have a dual language program.

D. Professional Development and Support for School Staff

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

1. All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at the trainings and workshops is shared with all other teachers through brochures and faculty meetings.

Beginning in January of 2012, all personnel who work with ELLs will attend Jose P mandated PD at ACPCE. The PD will be conducted by the ESL instructor Roberta LeBaron, AP Heather Newman, and Enrico Domingo. The goal for instructors is to better prepare content area teachers to provide points of entry through scaffolding in their lessons. The goal for support staff is to understand the unique educational needs and challenges of ELLs who may lack not only language skills, but may have an interrupted or a lack of formal education. Support of ELLs is also discussed at common planning time which is attended by teachers, principals, and guidance counselors.

Attendance at PD is recorded through sign in sheets and official records will be kept in each teacher's file. An official letter will be given to each instructor and staff member upon completion of the 7.5 hours.

2. Prior to the beginning of the school year, the ESL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school.

3. All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in every lesson in every subject area. Content area teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students' cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons.

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. Parental involvement in the programs and activities is critical to the success of the programs and the children. At PTA meetings and at workshops created for parents of ELLs, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as parents of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessments, how to monitor their child's progress, and how to communicate and work with educators. Bilingual faculty will be on hand for interpretation and any materials disseminated will be available in the home languages of our ELL population.

2. The school coordinates and integrates parental involvement program activities with Head Start, Reading First, Even Start, and the Parents As Teachers Program. Participating in activities, such as the parent resources centers, is also highly encouraged.

3. The needs of parents are continually evaluated through communication between the content area teachers, the ESL teacher, the parents, administration, and the parent coordinator. PTA meetings, parent-teacher conferences, and ESL organizational meetings provide ample opportunities for discussion regarding needs of the parents and their children. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents the requirements for graduation and how to evaluate each individual child's progress.

The first organizational meeting for non-English speaking parents and all parents of ELLs is always held at the end of August. Follow-up meetings about graduation requirements, scholarships, the college application process, etc., are held once a month, usually on the first Monday of the month. Bilingual staff is on hand for interpretation and any materials distributed will have been translated into the languages of our ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							2		8	2	1	1	2	16
Total	0	0	0	0	0	0	2	2	9	3	6	6	3	31

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		1				3
8	3		5						8
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	13		1	
Integrated Algebra	21		9	
Geometry	6		4	
Algebra 2/Trigonometry	2		2	
Math				
Biology				
Chemistry	1		1	
Earth Science	8		1	
Living Environment	15		2	
Physics				
Global History and Geography	14		4	
US History and Government	6		1	
Foreign Language				
Other <u>French</u>				3
Other <u>Spanish</u>				2

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

2. The data reveal that the higher the student's LAB-R and NYSESLAT scores, the higher the scores on the Regents; however, the data also show that the ELLs passing rate on exams is far less than that of native speakers in the same grade level. The data show that the ELLs pass only about a quarter of the exams attempted, and the majority of their scores on those exams are within a narrow margin of points above the minimum passing score.

3. These test scores affect the determination of which content classes need scaffolding, differentiation, and alternative assessments and the area of after-school tutoring the students need. ACPCE stresses reading and writing across the curriculum which gives students more exposure to and practice with these modalities, while in the ESL classroom, note-taking lessons and note-taking practice, listening exercises, and discussion, debate practice, and oral report practice help develop and reinforce the listening/speaking modalities. ESL instructor Roberta LeBaron will look at the test data and share the results with guidance counselors and content area teachers.

4. Currently, only a small percentage of ELLs is passing exams given in English (about 25% of all exams attempted). They achieve very high scores on the "Foreign Language" Regents exams that test their proficiency in their native languages.

This information is used by leadership and the teachers to decide the content areas where ELLs require the most support and how they can be best supported, to design alternative assessments, and to determine the need for and amount and type of differentiation.

The first language is used on some translated tests that are given for periodic assessments.

6. Success for the ELLs this year will be evaluated by the increase in the number of Regents and state-wide tests passed over last year's results, the number of tests taken in English (versus the native language) and passed, the number of content-area classes passed by the ELLs, the increase in NYSESLAT, Regents, and statewide test scores, the graduation rate of ELLs, and the college acceptance rate of ELLs. The assessment tools will include Regents exams, final exams, the NYSESLAT, portfolio assessment, class projects, and alternative assessments as needed.

Additional Information

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

Part VI: LAP Assurances

School Name: ACPCE

School DBN: 17K382

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doris Unger	Principal		11/14/11
Heather Newman	Assistant Principal		11/14/11
Kathleen Riley	Parent Coordinator		11/14/11
Roberta LeBaron	ESL Teacher		11/14/11
	Parent		11/14/11
Roberta LeBaron	Teacher/Subject Area		11/14/11
	Teacher/Subject Area		
Hyacinth Rowe	Coach		11/14/11
	Coach		
Nicola Anderson	Guidance Counselor		11/14/11
M. Cristina Jimenez	Network Leader		11/14/11
Lyndon Charles	Other <u>Assistant</u>		11/14/11

School Name: **ACPCE**

School DBN: **17K382**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	<u>Principal</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17k382** School Name: **Academy for College Preparation and**

Cluster: _____ Network: **406**

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

Part A: Needs Assessment Findings

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.

Data regarding the school's translation and oral interpretation needs will to gathered by:
interviewing guidance staff
reviewing data on the home language survey
use bilingual staff members to facilitate an interview process with the student's parent/guardian upon registering to the school

The information will drive the strategies used to provide timely information to parents including using appropriate codes when generating report cards that will result in report card comments in Spanish for example; School messenger, our automated telephone system, can be adjust to leave messages regarding attendance in various home languages. Also, interpreters can hired to facilitate conversation between parents and teachers on open school night, Parents Association meetings and other school gatherings.

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 school's primary written and oral interpretation needs are:

The translation of transcripts form other countries
The timely translation of written documents to parents
To provide in-house translation to parents of lesser common languages

The needs of these students and their families are discussed and shared out during common prep periods, weekly guidance lead conferences,

weekly vertical team meetings, and monthly faculty meetings

Part B: Strategies and Activities

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

Bilingual staff members will provide translation for materials distributed to parents. Many of the documents are available on the DOE website and the school will print out any of these documents for parents and their families. A document routinely distributed to parents is the NYC Student Discipline code which we download and print for them to take home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided by bilingual staff members. We also rely on the DOE Interpreter's Service to provide oral translation.

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>.

When students enroll, they are given a Home Language Survey to complete. The school will provide translation of written material sent home as indicated in the survey. Parents are informed that they are entitled to oral and written translation of material and information. Bilingual faculty members and Interpretation Services are provided to students/parents of households where English is not the home language.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: ACPCE	DBN: 17K382
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 36
of certified ESL/Bilingual teachers: 1
of content area teachers: 35

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: The report cards and Regents and standardized test reports of the ELLs reflect that the students need additional academic support to pass their content courses. A low passing rate indicates a need for additional scaffolding of content, review and preview of material, and additional focus on reading and writing skills the coursework requires. Certified ESL instructor Roberta LeBaron will conduct additional support classes. On Tuesdays and Thursdays, for two periods each day (either first period and one period after school, or 3:00-5:00pm), students will receive support needed to comprehend and complete their assignments, review class material, and reinforce understanding of their content, in particular, courses with Regents exams. In the months of state exams and Regents, there will also be Saturday morning classes for additional review, test taking practice, and writing practice. The classes are available to ELLs in grades six through twelve and to those ELLs who have passed the NYSESLAT within the last two years. The languages of instruction will be English and Spanish. The materials will be content class texts, support materials created by the teacher, and the resources of the ESL classroom: dictionaries (bilingual and English-only created for ELLs), bilingual glossaries, and bilingual materials that can be procured in Spanish, Haitian Creole, or French will also be used as needed, and videos with English and foreign language subtitles. A maximum of 40% of the budget will be allocated for materials to create an ESL resource room with dictionaries, glossaries, textbooks in other languages (if available), videos, software, and will also cover stationery/postage. Parents will be informed by a letter home that will be translated into the students' home languages. The content area teachers will be informed of the classes during the common planning periods so that they can refer students to the classes. During ESL class, the students will be informed of the support classes. The students participating will complete a questionnaire to assess their greatest areas of need. There are 26 ELLs currently enrolled at ACPCE. The subgroups specifically targeted are junior high students who are failing any of their content-area classes and senior high students who have failed their Regents exams.

The classes will begin January 8, 2013, and continue twice weekly, for two periods on Tuesdays and Thursdays, for four weeks in January, three weeks from February into March, four weeks in March, three weeks in April, five weeks in May, and three weeks in June, for a total of eighty-eight periods of instruction. The classes in May and June will focus on final exam and regents test preparation.

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

Part C: Professional Development

- name of provider

Begin description here: High quality professional development related to the program created for ELLs will be provided throughout the school year to faculty and staff at ACPCE. The professional development will be conducted by the ESL teacher and will be based on the rationale of for the Title III programs: that ELLs struggle in their content area classes, moreso when these courses contain a great deal of reading and writing and when the student may lack cultural background knowledge, and with the standardized testing of those content areas. Topics to be covered will be Scaffolding Instruction for ELLs, Differentiation of Materials for ELLs, Awareness of the Unique Needs of ELLs, and The Additive Approach (how to incorporate students' native languages in the classroom). The goal is to have seven and a half professional development hours during teacher common planning time to fulfill the Jose P professional development requirement.

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: Certified ESL teacher Roberta LeBaron will conduct conferences for family members at school to encourage parental involvement and to initiate and foster a good parent/teacher/school relationship. During these conferences, parents are informed of upcoming meetings and programs for parents of ELLs. The parents' best availability for meetings is also ascertained so that the meetings can be scheduled when the greater number of parents can attend and to stagger the schedule between days and evenings so that more parents are available to attend. The topics of the parent meetings will include: graduation requirements, school support services offered, Regents exams and state testing, fostering literacy at home, and using community resources (museums, art exhibits, zoos, performances, and parks) to provide valuable learning experiences. Parents will receive a letter informing them of the meetings and the topics in English and in their home language. Ms. LeBaron can provide Spanish interpretation. Parents can indicate on their rsvp if they could like interpretation available in other languages. Staff at ACPCE and on the Erasmus campus can provide interpretation. The goal of these meetings is to help parents feel informed of and comfortable with school requirements, policies, and procedures, their rights and choices as a parent of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessment, how to monitor their child's progress, and how to communicate and work with educators. These parent workshops will be held bi-monthly.

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		