



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: [EAST NEW YORK FAMILY ACADEMY](#)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): [19K409](#)

PRINCIPAL: [SHEILA RICHARDS](#)

EMAIL: SYRICH@SCHOOLS.NYC.GOV

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
Sheila Richards	*Principal or Designee	
Theodore Murray	*UFT Chapter Leader or Designee	
Geraldine Ector-Khan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Olaluowa Onabanjo Aranxta Roach	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Anunkor	Member/Chairperson/Teacher	
Zelda Padmanabhan	Member/Teacher	
Erica Duenas	Member/Parent	
Shanti Samlall	Member/Parent	
Lori Willis	Member/Parent	
	Member/	
	Member/	

** 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Using the inquiry process teachers will refine existing units of study and develop at least one additional unit of study in alignment with the Common Core Learning Standards and student learning needs.
 - By the end of the 2012-2013 school year students will experience 6 common core aligned units of study: two in math, two in ELA, one literacy aligned unit in social studies, and one literacy aligned unit in science.

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.
 - As middle school exams evolve to align with the Common Core, the results of these tests along with other additional high school readiness metrics will contribute to a significant portion of the Middle School Progress Report.
 - Based on the results of our 2011-2012 High School Progress Report in the areas of Graduation Rate, Regents Proficiency, and College Preparation we must work towards increasing our Graduation Rate and continue to work towards graduating students who are career and college ready.
 - These progress report metrics underscore this school's need to organize and help our students meet the expectations of the Common Core and prepare our students for their next level of education.

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.

In order to properly address these instructional needs the following strategies will be implemented during the 2012-13 school year:

- Students will experience instruction across the subjects areas that is aligned with the Common Core Standards
- Teachers will continue to engage in job-embedded professional learning in order to further develop and refine Common Core aligned units of instruction.
- Teachers will continue to explore ways to implement pedagogical practices that will increase student understanding, fluency and application of key concepts in Math; and increase student capacity to ground their reading, writing, and discussion in evidence from the text in ELA, History, and Science.
- Curriculum units will provide points of access for all students and culminate in a performance task aligned with the Common Core.
- IEP and AIS students will receive additional instructional support in the way of tutorial and push-in/pull-out instruction in concert with differentiated lesson planning and activities that will allow these subgroups to achieve the learning goals of the Common Core Standards.

Additional Objectives:

- Each unit of study will assess student learning with a rigorous performance task as indicated by Webb’s Depth of Knowledge.
- Each unit of study in ELA, History, and Science will require students to ground reading, writing, and discussion in evidence from text.
- Each unit of study in Math will require student to develop a deeper understanding, fluency and application of key concepts .

Action Plan:

- All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of our school’s lead teachers, and department supervisors.
- Department teams will examine student work from the 2011-12 school year and the current school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will use the inquiry process to refine curriculum units and engage in a structured protocol to ensure alignment with the Common Core Learning Standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will regularly meet with teachers and teacher leaders; join team meetings on a regular basis; and coordinate this work across the grades.
- Selected teacher leaders will have additional opportunities to earn per session for curriculum planning and task design.

Evidence:

- Schedule of common planning time for departments.
- 1-2 sample units of study that exhibit the qualities articulated above, including copies of performance tasks, rubrics, and student work.

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.
 - 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;

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.

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

If other is selected describe here:

ARRA Meeting Instructional Expectations
ARRA Data Specialist

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 School Wide Programs

- Reduced Class Size
- Professional Development
- Parent Involvement

- Contract for Excellence

- Reduced Class Size

- Tax Levy Fair Student Funding

- PM School (Budget Permitting)
- Saturday Academy (Budget Permitting)

- Tax Levy Lead Teacher

- Support Teacher Development

- ARRA RTTT Funding

- Data Specialist Support
- Citywide Instructional Expectations

- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.

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.
 - Students will demonstrate the ability to use clear and relevant evidence to support their assertions in writing that is aligned to the expectations of the Common Core Learning Standards (CCLS).
 - By the end of the 2012-2013 school year all English teachers will implement two Common Core-aligned units that embed expectations for students to develop claims and counterclaims and “to support claims using valid reasoning and relevant and sufficient evidence.” (W.9-10.1) All social studies and science teachers will each implement at least one Common Core-aligned unit.
 - By the end of the 2012-2013 school year a minimum of 65% of students will improve at least one level in their use of evidence in their essays between the fall term and the spring term as measured by a common core aligned rubric developed by teachers through the inquiry process.

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.
 - As middle school exams evolve to align with the Common Core, the results of these tests along with other additional high school readiness metrics will contribute to a significant portion of the Middle School Progress Report.
 - Based on the results of our 2011-2012 High School Progress Report in the areas of Graduation Rate, Regents Proficiency, and College Preparation we must work towards increasing our Graduation Rate and continue to work towards graduating students who are career and college ready.
 - These progress report metrics underscore this school’s need to organize and help our students meet the expectations of the Common Core and prepare our students for their next level of education.

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.

In order to properly address these instructional needs the following strategies will be implemented during the 2012-13 school year:

- Students will experience instruction across the subjects areas that is aligned with the Common Core Standards
- Teachers will continue to engage in job-embedded professional learning in order to further develop and refine Common Core aligned units of instruction.

- Teachers will continue to explore ways to implement pedagogical practices that will increase student understanding, fluency and application of key concepts in Math; and increase student capacity to ground their reading, writing, and discussion in evidence from the text in ELA, History, and Science.
- Curriculum units will provide points of access for all students and culminate in a performance task aligned with the Common Core.
- IEP and AIS students will receive additional instructional support in the way of tutorial and push-in/pull-out instruction in concert with differentiated lesson planning and activities that will allow these subgroups to achieve the learning goals of the Common Core Standards.

Action Plan:

- Teachers will participate in professional development sessions and inquiry work to further develop Common Core-aligned, curriculum units. The tasks and rubrics within these units will specifically develop and measure the ability of our students, “to support claims using valid reasoning and relevant and sufficient evidence” in their writing and thinking.
- Teachers will implement their curriculum units and accompanying writing task(s).
- During regularly scheduled teacher team meetings throughout the year, teachers will use the inquiry process and protocols to assess the effectiveness of these curriculum units, writing tasks and rubrics. Instructional resources from the Common Core Library will serve as design models.

Evidence:

- Within each discipline, our online gradebook (Engrade) will show that, using the common rubric as the tool of measurement, a minimum of 65% of students will have advanced at least one level from the first to the second essay as measured by rubrics developed through the inquiry process.
- NYC School Survey results will reflect that at least 65% of students agree that their teachers asked them to “complete an essay or project where you had to use evidence to defend your own opinion or ideas” a total of 4 times or more across ELA, social studies and science.
- A cross section of sample student essays will show growth from the fall term to the spring term and represent a range of performance levels as measured by departmental rubrics developed through the inquiry process.

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.
 - 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;

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.

 X Tax Levy x Title I Title IIA Title III Grants X Other

If other is selected describe here:

ARRA Meeting Instructional Expectations
ARRA Data Specialist

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 School Wide Programs

- Reduced Class Size
- Professional Development
- Parent Involvement

- Contract for Excellence

- Reduced Class Size

- Tax Levy Fair Student Funding

- PM School (Budget Permitting)
- Saturday Academy (Budget Permitting)

- Tax Levy Lead Teacher

- Support Teacher Development

- ARRA RTTT Funding

- Data Specialist Support
- Citywide Instructional Expectations

- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.

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.
 - Deepen the school community's understanding of what high-quality teaching looks like through professional development that will focus on teacher planning and instruction and student engagement as articulated by the Charlotte Danielson *Framework for Teaching* in order to support implementation of the Common Core Learning Standards.
 - By the end of the 2012-13 school year, school leaders and teachers will better be able to understand whether teaching practice represents Highly Effective, Effective, Developing, or Ineffective practice across the competencies of planning, instruction, and student engagement as measured by a school developed walkthrough tool that reflects key components of the Charlotte Danielson *Framework for Teaching*.
 - By the end of the 2012-2013 school year 80% of teachers will participate in at least 12 hours of professional development to norm our teacher practice using the Danielson Framework, share best practices that reflect standards for Effective and Highly Effective in each area, identify areas of growth based on observations of individual teachers, and develop individual improvement plans.

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.
 - As middle school exams evolve to align with the Common Core, the results of these tests along with other additional high school readiness metrics will contribute to a significant portion of the Middle School Progress Report.
 - Based on the results of our 2011-2012 High School Progress Report in the areas of Graduation Rate, Regents Proficiency, and College Preparation we must work towards increasing our Graduation Rate and continue to work towards graduating students who are career and college ready.
 - These progress report metrics underscore this school's need to organize and help our students meet the expectations of the Common Core and prepare our students for their next level of education.

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.

Action Plan:

- Provide professional development to help teachers deeply understand the three school selected competencies of planning, instruction, and student engagement as articulated and measured by the Danielson Framework.
- Follow up with 7 additional ½ day PD sessions (Approval Pending) throughout the school year and the Chancellor’s conference days, and regularly scheduled teacher team and faculty meetings.
- Increase teacher understanding of the Danielson *Framework* through a variety of resources and structures that include ARIS Learn, teacher team meetings and classroom inter-visitations.
- Record low-inference observations using our Danielson based walkthrough tool (as designed by our administrative team) and provide timely feedback to strengthen teacher practice using evidence from this mini-observation process.

Evidence:

- Documentation from school-based PD sessions and the mini-observation process will demonstrate increased skill among teachers and school leaders in using the Danielson competencies to assess teacher practice
- School-made teacher survey indicates that at least 55% of teachers agree that “Teachers and administrators at my school have a shared understanding of effective teaching.”
- On Spring 2013 NYC School Survey, at least 55% of teachers agree or strongly agree that “my PD experiences this school year have been sustained and coherently focused, rather than short-term and unrelated.”

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.
 - 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;

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.

 X Tax Levy x Title I Title IIA Title III Grants x Other

If other is selected describe here:

ARRA Meeting Instructional Expectations
ARRA Data Specialist

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 School Wide Programs
 - Reduced Class Size
 - Professional Development
 - Parent Involvement
- Contract for Excellence
 - Reduced Class Size
- Tax Levy Fair Student Funding
 - PM School (Budget Permitting)
 - Saturday Academy (Budget Permitting)
- Tax Levy Lead Teacher
 - Support Teacher Development
- ARRA RTTT Funding
 - Data Specialist Support
 - Citywide Instructional Expectations
- College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.

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.
 - Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation. (The mini-observation process)
 - By the end of the 2012-2013 school year each teacher's classroom will be visited by a school supervisor at least 6 times over the course of the year, and teachers will be provided with formative (not for file) written or verbal feedback aligned to the Danielson competencies of planning, instruction, and student engagement as measured by our school developed walkthrough tool.

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.
 - As middle school exams evolve to align with the Common Core, the results of these tests along with other additional high school readiness metrics will contribute to a significant portion of the Middle School Progress Report.
 - Based on the results of our 2011-2012 High School Progress Report in the areas of Graduation Rate, Regents Proficiency, and College Preparation we must work towards increasing our Graduation Rate and continue to work towards graduating students who are career and college ready.
 - These progress report metrics underscore this school's need to organize and help our students meet the expectations of the Common Core and prepare our students for their next level of education.

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.

Additional Objectives:

- Formative feedback will be provided within one week for 50% of these mini-observations.
- Feedback will result in the improvement of teacher practice.

Action Plan:

- Professional development will provide shared norms that are in alignment with the Danielson Framework and foster effective feedback conversations amongst teachers and supervisors.

- Teachers will give input as to how the administrative and lead teacher team can best meet individual teacher professional development needs and goals.
- School supervisors will use our school developed walkthrough tool to conduct frequent mini-observations and provide timely formative feedback aligned to the Danielson competencies of planning, instruction, and student engagement.

Evidence:

- 1-2 sample development plans for individual teachers that include dates of each observation and dates formative feedback provided.
- 2-3 examples of formative observation feedback to include next steps provided at different times of school year that demonstrate teachers' development in areas in which feedback was provided; to include evidence that feedback was effective in impacting on teachers' classroom practice.

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.
 - 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;

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.

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

If other is selected describe here:

ARRA Meeting Instructional Expectations
ARRA Data Specialist

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 School Wide Programs
 - Reduced Class Size
 - Professional Development
 - Parent Involvement
 - Contract for Excellence
 - Reduced Class Size
 - Tax Levy Fair Student Funding
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 - Saturday Academy (Budget Permitting)
 - Tax Levy Lead Teacher
 - Support Teacher Development
 - ARRA RTTT Funding
 - Data Specialist Support
 - Citywide Instructional Expectations
 - College Now Program grant funded through Brooklyn College collaboration provides students with the opportunity to complete college level coursework while in high school.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - 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.

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:

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	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day
Mathematics			

	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day
Science	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day

	<ul style="list-style-type: none"> • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • 9 Tutorial • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction 	<ul style="list-style-type: none"> • Regular School Day • Regular School Day • Regular School Day • Regular School Day
Social Studies	<ul style="list-style-type: none"> • Period 9 Tutorial • PM School (Budget Permitting) • Saturday Academy (Budget Permitting) • Reduced Class Sizes • 90-Minute Periods of Instruction • Individualized Preparation for State assessments • One-On-One Instruction • Small Group Instruction • Differentiated Instruction • Universal Design For Learning • Understanding By Design • Cooperative Learning 	<ul style="list-style-type: none"> • Small Group, One to One • Small Group, One to One • Small Group, One to One • Core Classroom Instruction • Core Classroom Instruction • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • ICT Classes, SETSS Classes, Period 9 Tutorial • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction • Core Classroom Instruction 	<ul style="list-style-type: none"> • Mon/Tues, 2:15-3:05 • Mon-Thurs, 3:30-5:30 • Saturday, 9:00-1:00 • Regular School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Mandated Related Services • Counseling, Individual and Small Group • Non-mandated 	<ul style="list-style-type: none"> • Guidance Counselor • Guidance Counselor • Guidance Counselor 	<ul style="list-style-type: none"> • Regular School Day • Regular School Day • Regular School Day

	<p>counseling, individual and small group</p> <ul style="list-style-type: none">• Weekly Girls Group and Boys Group	<ul style="list-style-type: none">• Advisory	<ul style="list-style-type: none">• Regular School Day
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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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Lead Teachers are assigned to support struggling and un-qualified teachers.
- Title I 5% used to assist teachers with the tuition costs of coursework needed to become highly qualified.

**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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado	District 19	Borough Brooklyn	School Number 409
School Name type here			

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

Principal Sheila Richards	Assistant Principal Robert Hornik
Coach NA	Coach NA
ESL Teacher Itinerant Vacancy	Guidance Counselor Deborah Banks
Teacher/Subject Area Valrie Wauchope	Parent Geraldine Ector-Khan
Teacher/Subject Area NA	Parent Coordinator NA
Related Service Provider NA	Other NA
Network Leader Gerard Beirne	Other NA

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	447	Total Number of ELLs	2	ELLs as share of total student population (%)	0.45%
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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. [@](#)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.

Parents are given a Home Language Survey (HLIS) by their Guidance Counselor (Banks, Rose, Simon-Taylor) to identify the child's language proficiency. If the child is identified as an eligible candidate for ESL instructional services, an informal interview is given to the candidate by their guidance counselor and the Language Battery Assessment (LAB-R) is given by the foreign language teacher (Anunkor) to identify the child as an English Language Learner or English Proficient. If a student is identified as a Spanish speaking ELL s/he the foreign language teacher will administer the Spanish LAB. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The guidance counselor is trained in the interview/intake process.

- o LAB-R and ongoing parent orientations are given within 10 days of the first time registration to the NYC school system
- o The Spanish LAB-R is given to a Spanish speaking newly registered student is (s)he does not pass the English LAB-R
- o Procedures are in place for accommodating parents and students with native language support during the intake process. (See the Language, Translation, Interpretation appendix.)

East New York Family Academy offers a Freestanding ESL Program that meets the size and needs of our ELL population.

To encourage continuing community involvement, ELL parents are provided with opportunities to be involved in the life of our school.

During the school year, our school provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children’s academic progress. Other parents are involved in our Saturday Academy (Budget Permitting) and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Please note we are currently in the process of hiring an itinerant ESL teacher.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. In 2010 - 2011, 2 out of our 3 ELL students achieved proficiency on the May 2011 NYSESLAT. In 2009 - 2010s we had no ELLs. All of our ELL students in 2008 - 2009 achieved proficiency on the May 2009 NYSESLAT. Of the 2 ELL students from the 2011 - 2012 school year who were at the advanced proficiency level, 1 student achieved full proficiency on the 2012 NYSESLAT. 1 student achieved proficiency in Listening and Writing and advanced proficiency in Speaking and Reading. For the 2012 - 2013 school year this ELL student who is now in our 10th grade should achieve proficiency on the 2013 NYSESLAT. Our 2nd ELL student is a 6th grade ICT student who is only at the intermediate level and requires additional assistance. All four components of the NYSESLAT are administered within the month-long window of the testing timeline. The RLER and the RLAT are run on ATS to ensure eligible students will be properly served and prepared for the NYSESLAT. The parent NYSESLAT report on ARIS will be printed and distributed to parents each fall.

Entitlement letters, and parent choice surveys are distributed by the Guidance Counselor to be returned and kept on file, as well as outreach to assure return. Although we have a small population, in the event parents choose Transitional Bilingual Education or Dual Language as their first choice, we keep a record of the parent choices to develop the appropriate program, as per the Aspira Consent Decree.

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"/>
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This school 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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1				1			2

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1							1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	0	0	1	0	0	2

Part IV: ELL Programming

A. Programming and Scheduling Information

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

East New York Family Academy implements a Freestanding English as a Second Language (ESL) Program. The primary goal of our program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in our program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

In the Freestanding ESL component we currently have 2 students at the advanced proficiency level who receive 180 minutes of pull-out instruction per week by a fully certified ESL teacher for one period each day in a mixed grade and mixed ability setting.

Courses Taught in Languages Other than English ⓘ

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

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

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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

Native Language Usage and Supports

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



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?

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teacher that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of Ells. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and the use of digital document presenters and illustrations to increase comprehension.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Any student who achieves proficiency on the NYSELAT will be considered for extension of services for up to two years. This extension of service will increase the potential for these students to achieve well above standard.

The Guidance Counselor will take to the appropriate steps in the event a newly arrived or transfer student is SIFE/Newcomer/extended (4-6 years), as well as ELL-SWD. As mandated by the New York State former ELLs receive test mods such as extended time on exams, when appropriate.

East New York Family Academy did not have any students who qualified for extension of services during the 2010, 2011, and 2012 school years.

East New York Family Academy does have 2 long term ELL students, 1at the advanced level, and 1 at the intermediate level, who qualify for intervention services during the 2012-2013 school year.

These students will receive the required periods of pull-out and push-in instruction each week once we are staffed with an itinerant ESL teacher. These students are also provided with the opportunity to receive 50 minutes of Tutorial during period 9, 2 days per week. Additionally, these students are provided with the opportunity to receive 90 minutes of enrichment in English and 90 minutes of enrichment in Math during our Saturday Academy Program (Budget Permitting).

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)?

Not Applicable

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.

Professional development for our ELL teacher will be provided by our school support organization throughout the school year. ELL training for all teachers will be provided as needed at our bi-weekly professional development sessions throughout the school year. The ELL liaison from the CEI-PEA network will support the implementation of such professional development activities. Agendas and sign in sheets documenting these professional development activities will be kept on file.

For our new teachers who have not yet received the required 7.5 hours of mandated ELL training (as per Jose P.), professional development will be provided by the Network and a record of this training will be kept on file.

Since we are a middle school/high school our ELL teacher and our classroom teachers are able to provide continuous support to our small population of ELL students.

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?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Budget permitting, our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program when budget permits.
- Parent Academy: Budget permitting, ESL classes are offered to parents as needed, accompanied by parenting workshops delivered in Spanish by bilingual school staff on various topics of interest, including technology classes.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday dinners, School BBQ Day, the Annual Parent Fair, and Cultural Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Important documents are translated into Spanish, Haitian Creole, and other languages as needed. Additionally, interpretation services are a daily help in communication between school staff and parents. These services are provided by staff members who are bilingual.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A											1		
	P													

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1								1
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

For the 2012-2013 school year we have 2 long term ELL students. Our 6th grade ELL student is new to the school and is an ICT student who scored at the intermediate level on 2012 NYSESLAT. She achieved at the fully proficient level in listening, at the advanced level in speaking and at the intermediate level in reading, and writing. Our 10th grade ELL student is in his second year at our school and scored at the advance level on the 2012NYSESLAT. He achieved at the fully proficient level in listening and writing, and at the advanced level in speaking and reading. This student achieved level 2 on the 8th grade ELA and Math, and a level 1 on the Science in 2011. This same student passed his Algebra, Global, and Living Environment Regents exams at the end of the last school year. Given these results our ELL teacher will work with these students at least 360 and 180 minutes per week respectively. The ELL teacher will increase the proficiency levels that these students will achieve on the 2013 NYSESLAT exam through the use of high interest reading, writing, speaking, and listening activities.

The success of our program is measured by the outcomes achieved on the NYSESLAT and New York State exit exams for Middle School and High School.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: East New York Family Academy

School DBN: 19K409

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Richards	Principal		1/18/13

School Name: East New York Family Academy

School DBN: 19K409

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Hornik	Assistant Principal		1/18/13
	Parent Coordinator		
	ESL Teacher		
Geraldine Ector-Khan	Parent		1/18/13
Valrie Wauchope/ELA	Teacher/Subject Area		1/18/13
	Teacher/Subject Area		
	Coach		1/1/01
	Coach		1/1/01
Deborah Banks	Guidance Counselor		1/18/13
Gerard Beirne	Network Leader		1/18/13
	Other		1/1/01

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K409 **School Name:** EAST NEW YORK FAMILY ACADEMY

Cluster: 5 **Network:** 35

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

Part A: Needs Assessment Findings

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

The designated school aide will survey home language data from ATS to identify translation needs. The designated school aide will work with the in house translators, guidance, PTA President and review Home Language Surveys to determine the actual need for interpretation Services. Whenever there is a need to communicate to parents, translation services will be provided via oral or written methods. The designated school aide and translators will conduct outreach to the families of students identified on the ATS Home Language Report to ensure parents/guardians can read and understand documents and conferences. Translation services will be provided where difficulties in understanding are identified.

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.

This school's translation and interpretation findings are reported to the school community via memo and during faculty and team meetings. All staff members are required to submit communications going to student homes in both English and Spanish.

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.

The designated school aide will meet with native language staff members to create written documents for parents who have been identified as being in need of translation services. If necessary, the designated school aide will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

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.

The designated school aide and/or guidance counselors will ensure that the native language staff members are available for oral translations where needed. If necessary, the parent coordinator and/or guidance counselors will make arrangements with the Office for Language and Interpretation Services or make contact with a contracted vendor for additional support.

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>.

Parent notifications of translation services are posted in the main office and at the main entrance of the school.

