



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** COLLABORATIVE ARTS MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q355

PRINCIPAL: TAMMY N. HOLLOWAY

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SUPERINTENDENT: **LENNON MURRAY**



## 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 |
|--------------------------|--|-----------|
| Tammy Holloway           | *Principal or Designee   |           |
| Sasha Baboolal           | *UFT Chapter Leader or Designee  |           |
| Sonia Valladares         | *PA/PTA President or Designated Co-President   |           |
|                          | DC 37 Representative, if applicable  |           |
|                          | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                          | CBO Representative, if applicable  |           |
| Eileen Exum              | Member/Parent  |           |
| Marchia Frederic         | Member/ Parent   |           |
| Shelley Brock-Harrington | Member/ Parent   |           |
| Leya Martin              | Member/ Teacher  |           |
| Sheena Mathew            | Member/ Teacher  |           |
| Robert Gioia             | Member/Teacher   |           |

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By June 2013, 60% of students will show proficiency in reading and analyzing complex informational and fictional text and respond by writing and supporting claims using text-dependent evidence measured by students performance on at least two relative performance-based tasks developed during the unit design.

### **Comprehensive needs assessment**

- Spring of 2012 NYS ELA Item Analysis reveals that our students struggle with fictional passages which require students to determine vocabulary through context clues (48% proficiency), evaluate ideas using supporting details (57% proficiency) and recognize literary devices (51% proficiency).
- The November 2012 Citywide ELA benchmark shows that our students struggle with open-ended responses that require them to draw conclusions about informational texts.

### **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) Extensive unit planning, using the UBD structure, before the school year with opportunities for revision throughout the school term.
  - b) Providing a variety of complex text that integrates Social Studies and Science content.
  - c) Revising plans throughout the school year once new data is available on students' progress in this area.
  - d) Focus professional development on unit planning, claim essays, and teaching with informational text and fictional passages.
  - e) Provide coaching and feedback on units and lessons through the use of the school administrative staff, network coaches and Instructional Leads.
  - f) Scheduling common planning sessions at least once a week to provide opportunities for unit revisions, data analysis and review of student work
  - g) Employ a Lead Teacher to provide workshops and in-class coaching on Common Core alignment within units and lessons. This will be funded by ARRA New School Support Grant Funding.
  - h) Use FSF to employ a lead teacher for the purpose of mentoring new teachers with a focus on the implementation of the Instructional Shifts
  - i) Use FSF funds to provide Per Diem Substitutes for educators during professional development opportunities.
  - j) Use the school schedule to permit each teacher an Academic Intervention Services (AIS) period to provide tutoring to students in need of support.
  - k) Provide after school and Saturday programs to increase academic support in reading, analyzing and responding to complex informational texts. This will be funded from Title I funds.
  - l) Use Title I funds to provide workshops for parents in aiding their children in developing arguments in response to informational text.

m) Adding incentives such as the reading race to encourage independent reading of complex texts (trips, book clubs, book club parties, book reviews, etc.)

**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.
  - a) Conduct bi-yearly workshops on writing claims and close reading of informational text
  - b) Report monthly curriculum through monthly calendar distribution
  - c) Report current unit on the school website
  - d) Report assessment results through the online grading system and monthly progress reports
  - e) Conduct semester curriculum reviews to familiarize parents with the learning objectives of our school

**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).

Using the goal as the focal point, we will use our Tax Levy Funds to hire licensed secondary English teachers to provide instruction related to this focus. Knowing that we will need to purchase additional text relevant to fulfilling this goal we will use Tax Levy monies to purchase test preparation materials and other curriculum tools to support the teaching of this goal. Additionally, Tax Levy Funds and grants like **ARRA New School Support Grant Funding** will be used to employ a Lead Teacher to serve as an instructional coach as well as a librarian to supply additional resources in this area. Our Tax Levy Funds will assist us in procuring the services of our Network Achievement Coaches to provide additional in-house trainings. Using Title I funding, we will hire teachers to staff after school programs to provide additional instruction both for intervention as well as test preparation. Lastly, to train our teachers to be more equipped in their instructional capacity, we will use Title I to pay for trainings and the cost of per diem substitutes while they attend this training.



## **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**

By June 2013, sixty percent of students will meet or exceed grade level proficiency in “Ratio and Proportional Reasoning” as measured by three performance-based portfolio tasks which require students to apply mathematical concepts to new situations, model with mathematics and create viable arguments to defend their reasoning.

### **Comprehensive needs assessment**

Results from the fall benchmark mathematics assessment indicated that students had the most difficulty with the constructed response questions compared to the multiple-choice portion of the exam. Students in the sixth grade scored an average of 26% on the constructed response as opposed to 41% on the multiple-choice questions. In the seventh grade students scored an average of 14% on constructed responses and an average of 32% on the multiple-choice questions. Across the grades less than 50% of students attained proficiency on the Math state test.

### **Instructional strategies/activities**

- a) Revise curriculum maps to reflect the emphases and scaffolds needed to support students in gaining and demonstrating deeper understandings of identified concepts.
- b) Provide opportunities for teachers to collaboratively engage in the selection or creation of rigorous tasks that provide multiple entry points for all learners.
- c) Embed assessments to consistently monitor students’ performance on targeted areas.
- d) Schedule and structure math department meetings to analyze student work and data and to craft plans to act on the findings.
- e) Provide professional development, coaching and feedback on Common Core alignment within units and lessons
- f) Align in-class coaching and feedback on the implementation of common core aligned instruction with a focus on the Instructional shifts, creating viable arguments and modeling with mathematics.
- g) Provide supports for students in crafting viable arguments. Supports to include student friendly rubrics of the mathematical practices, rubrics and templates for writing in math and student created exemplars.
- h) Institutionalize classroom structures which allow students to assess their own work and the work of their peers in order to reinforce their conceptual understanding of various topics and view multiple strategies to problem solving.
- i) Use Title I funding to pay for an outside mathematics consultant.
- j) Use Academic Intervention Services (AIS) to provide tutoring to students in need of support
- k) Provide after school and Saturday programs to increase targeted academic support .This will be funded from Title I funds.
- l) Use Title I funds to provide workshops for parents in aiding their children to develop fluency in math concepts.

**Strategies to increase parental involvement**

- Provide parents with timely information regarding performance profiles and individual student assessment results and other pertinent individual information
- Hosting educational family events/activities during Open School Week and throughout the school year
- We will keep consistent updates on the school website that displays the current unit and school resources.

**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).

Using the goal as the focal point, we will use our Tax Levy Funds to hire licensed secondary math teachers to provide instruction related to this focus. Knowing that we will need new resources, we will use Tax Levy to purchase curriculum tools, academic intervention materials and test prep resources to support teachers and students around this goal. Additionally, Tax Levy Funds and grants like **ARRA New School Support Grant Funding**, will employ a Lead Teacher to serve as an instructional coach as well as a Math Supervisor to monitor the progress of teachers in this area. Using Title I funding, we will sponsor after school programs to hire teachers to provide additional instruction both for intervention as well as test preparation. Lastly, to train our teachers to be more equipped in their instructional capacity, we will use Title I monies to pay for trainings, the cost of per diem substitutes while they attend this training as well as to hire a math consultant to work with teachers twice a month on curriculum planning.

### **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**

- By June 2013, 75% of students will be able to recognize societal, cultural, and historical significance of art (visual) and clearly demonstrate the connection between these and the impact they have on the artist rendition (original art pieces visual). Students ongoing responses will be evaluated based on their written reflections and peer assessment of their responses.

#### **Comprehensive needs assessment**

- On last year's NYS ELA exam, only 23% of the sixth graders were able to identify the different societal, cultural, and historical perspectives.

#### **Instructional strategies/activities**

- a) Offering an arts appreciation course twice a week in the sixth grade that explores different historical art movements. The seventh grade has six periods of Art weekly.
- b) Review the curriculum to highlight areas of focus on recognizing the societal, cultural, and historical significance of art.
- c) Incorporate the use of journals to reflect on and evaluate in-class performances.
- d) Visits to cultural institutions across New York City with specific reflection assignments aligned to the visited exhibits/performances.
- e) Partnering with organizations such as Alvin Ailey American Dance Company to expose students to cultural, musical and dance performances from various cultures.
- f) Consistently scheduling teachers for citywide training in the arts to enhance their instructional capability to teach from different cultural perspectives
- g) Using the Common Core Learning Standards to create culminating tasks that focus on the use of art as text and on writing and supporting claims about artistic pieces.
- h) Provide supports for students in crafting their written response to art. Supports to include student friendly rubrics, templates and student created exemplars.
- i) Institutionalize classroom structures which allow students to assess their own work and the work of their peers in order to deepen their conceptual understanding and view multiple perspectives

#### **Strategies to increase parental involvement**

- Having two mandated school-wide arts performances in which original pieces of cultural significance are presented.
- Invite parents as chaperones on cultural trips
- Provide monthly calendars with listed cultural events and descriptions of current coursework.
- Present monthly Principal's Report at the PTA meetings informing parents of current curriculum and events.

**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).

Using the goal as the focal point, we will use our Tax Levy Funds to hire licensed arts teachers to provide instruction related to this focus. Knowing that we will need art material and equipment, we will use Tax Levy to support our general supplies needs. Lastly, to train our teachers to be more equipped in their instructional capacity, we will use Title I to pay for trainings and the cost of per diem substitutes while they attend this training.

### **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**

- By June 2013, we expect an increase in parent involvement by using diverse means of communication, collaboration and incentives which should result in a 10% increase in the attendance of families to at least three (3) school wide events.

#### **Comprehensive needs assessment**

- While our school is new and developing, historical trends have indicated a lack of parental involvement in middle school grades, which impacts school culture as well student achievement.

#### **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:

- Continue website with added PTA page managed by media specialist and school administration to increase parent communication.
- Continue the use of the school messenger services to make regular announcements via telephone, text and email to families about upcoming PTA and School Events.
- Develop partnership with the PTA to promote and collaborate around PTA and school activities and functions.
- Schedule and hold regular art based performances and festivals showcasing the talents and skills of the students ensuring that the time is convenient to parents.
- Provide activities for children during adult meetings such as SLT and PTA meetings.
- Employ a Parent Coordinator to provide support for parent organizations as well as advocate for parent interests and concerns.

#### **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.

- Conduct parent workshops to address school wide expectations, demands of the common core, supporting students academically, test preparation, middle school adjustment, bullying, literacy, parenting skills (geared towards middle school) and mentoring
- Provide support to parents around the use of technology (ARIS, Edmodo and school website) to monitor and stay informed of their

child's progress and activities.

- Post quarterly communications to familiarize parents with the extracurricular activities of our school.
- Host events to support men asserting leadership in education for their children (parents/guardians, grandparents and foster parents).
- Continue website with added PTA page managed by media specialist and school administration to increase parent communication
- Encourage more parents to become trained school volunteers through the use of Learning Leaders.
- Host educational family events/activities during Open School week and throughout the school year.
- Reinforce Parent Teacher Association and establish Parent Advisory Council.
- Provide student incentives for parents to participate in events and functions.
- Educate parents and students on the importance of school programs, initiatives and annual surveys.

**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**

Using the goal as the focal point, we will use our Tax Levy Funds to hire a Parent Coordinator to facilitate workshops for our parent body in addition to seeking community partners to enhance participation. Using our Title I Parent Involvement Set Aside, we will empower parents to fund other educational projects to keep parents informed about developments in curriculum standards, policy changes, and school needs.

**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  | Study Island<br>Wilson<br>Guided Reading/Writing<br>Flexible Targeted Instruction | Whole Class<br>Small group<br>Small group<br>Small group                       | During the day<br>During the day<br>During the day<br>During the day                      |
| Mathematics  | Study Island<br>ALEKS<br>Guided Math Practice<br>Flexible Targeted Instruction    | Whole Class<br>Small group<br>Small group<br>Small group                       | During the day<br>During the day<br>During the day<br>During the day                      |
| Science  | Guided Reading/Writing<br>Flexible Targeted Instruction                           | Small group<br>Small group   | During the day<br>During the day  |
| Social Studies   | Study Island<br>Wilson<br>Guided Reading/Writing<br>Flexible Targeted Instruction | Whole Class<br>Small group<br>Small group<br>Small group                       | During the day<br>During the day<br>During the day<br>During the day                      |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling<br>School Psychologist<br>Social Worker                                | Small group<br>Small group<br>Small group                                      | During the day<br>During the day<br>During the day  |

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- a)** Forming a Hiring committee which creates rigorous interview protocols and discusses interview questions and demonstration lessons prior to interviews
- b)** Attending hiring fairs to seek highly qualified, content area teachers
- c)** Using the new teacher finder as well as the CFN personnel to receive applications from highly qualified teachers
- d)** Advertising on job sites as well as with local universities
- e)** Requiring a demo lesson from interested candidates
- f)** Providing continuous support for hired teachers including coaching and professional development at least one time a week
- g)** Providing common planning periods with grade-level and departmental colleagues
- h)** Providing small group and one on one mentoring twice a week for all new teachers
- i)** Formal and informal observations by supervisors with feedback and clear next steps.
- j)** Coordinating support for all teachers through communication protocols for instructional leads, consultants and administration

96% of our courses are taught by a teacher teaching in their certification area.

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

|   |                    |                       |                          |
|---|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Mr. Murray</b>     | District <b>29</b> | Borough <b>Queens</b> | School Number <b>355</b> |
| School Name <b>Collaborative Arts Middle School</b> |                    |                       |                          |

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

|  |   |
|--|---|
| Principal <b>Tammy Holloway</b>                | Assistant Principal <b>Nicole Kelly</b>   |
| Coach <b>type here</b>                         | Coach <b>type here</b>                    |
| ESL Teacher <b>Myrtha Orphee</b>               | Guidance Counselor <b>Gina Curcio</b>     |
| Teacher/Subject Area <b>Kristen Pelakanais</b> | Parent <b>type here</b>                   |
| Teacher/Subject Area <b>type here</b>          | Parent Coordinator <b>Antona Williams</b> |
| Related Service Provider <b>type here</b>      | Other <b>type here</b>                    |
| Network Leader <b>Marlene Wilkes</b>           | Other <b>type here</b>                    |

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

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

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

### D. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | <b>173</b> | Total Number of ELLs | <b>2</b> | ELLs as share of total student population (%) | <b>1.16%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## Part II: ELL Identification Process

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

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

1. The following structures are in place at our school to identify ELL's in our school and to ensure that parents understand the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL):

- At enrollment, trained school staff members meet with the parents to determine the child's home language.
- The pedagogues responsible for conducting the initial screening and administering the HLIS and the LAB-R (if necessary) is Kristen Pelekanakis.
- This process is formalized through Home Language identification Survey (HLIS) where the parent indicates what language the child speaks at home.
- This survey is given to the parent in their native language and/or in English.
- After collecting the HLIS the LAB-R coordinator conducts an informal interview with the parents in English and if necessary in the native language.
- If the student does not speak any language other than English, the student is not an ELL and enters general education program.
- If it is determined that the student speaks a language other than English and speaks little or no English then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
- A student's performance on the test will determine if the student is entitled to ESL services.
- Those children who score at or below proficiency on the LAB-R become eligible for state mandated services for ELL's.
- If the LAB-R results show that a child is entitled to ESL services and Spanish is the other language used in the home, the student must also take the Spanish LAB to determine language dominance.
- If the student scores at or above the proficiency level the student is not considered an ELL and enters the general education program.

The steps taken annually to evaluate ELL's using the New York State English as a Second Language Achievement Test (NYSESLAT) occur in the spring when the results come in.

- The Principal, Assistant Principal, Data Specialist and ESL teacher review the scores from the NYSESLAT.
- This data is used to ensure that each child receives the correct amount of instructional time in ESL as is mandated by New York State.
- Students are grouped by grade according to their proficiency level. A decision is made on how to best meet the needs of the ELL's.
- Students who scored Advanced on the NYSESLAT are scheduled to receive 4- 45minute periods of ESL instruction per week.
- Students who score beginner or Intermediate are scheduled to receive 8-45 minutes periods of ESL instruction per week.
- This process is repeated as new ELL students are enrolled (and identified as ELL's according to the identification process mentioned above- or as identified by their pervious NYSESLAT scores when transferring from another school) throughout the school year.

2 &3 The following structures are in place to ensure that parents understand all three program choices.

- Once a student has been identified as an ELL, our school notifies parents of their child's eligibility for ESL services by sending

home an Entitlement letter.

- This letter is sent home in English and if in the student's home language-where available. The letters are translated in fourteen languages which are available on the Department of education website.
- In order to ensure that parent's receive this information, a tear-off is provided to the parents to return to school, acknowledging that they received the entitlement information.
- At this time, parent brochures, also available on the DOE website, are sent home to parents in English and their native language as an overview of the three program choices so they can make informed placement selection.
- Parent survey and Program selection forms are also sent home to parents in English and the native language along with an invitation urging them to attend one of several parent orientation sessions provided at the school by trained pedagogues, administration bilingual translators and the parent coordinator to explain the three program choices.
- During these orientations the parents are grouped by their native language and information is presented on the three program choices and the DOE ELLs office video is shown in their home language if available with a translator if needed.
- There is a time for questions to be asked and answered about the three programs.
- Assistance is provided to explain each item on the Parent Survey and Program selection form.
- At the end of each orientation, a staff member collects the Parent Survey & Program selection form, which indicated the choice the parent has selected for their child.
- If a parent is unable to attend the orientation sessions, a trained pedagogue calls the parent and invites them in for a one-on-one meeting to discuss the program choices and view the video.
- Since the state requires that ELLs be placed in the appropriate program within ten days of enrollment, the above steps are highly important and are conducted several times within the first ten days of school.

When a student is identified as an ELL and it is during the school year, the same entitlement notification and information is sent home, and a one-on-one meeting is scheduled or a phone conversation is made to over the parent's three options for placement.

Once a student is identified as having a home language other than English, and given the LAB-R, regardless of what their proficiency level is, a new screen in ATS has been generated where a trained pedagogue, the ESL teacher, enters information on to the screen (ELPC) that states: when the student was administered the LAB-R and if the student is an ELL; and if the student is identified as an ELL, three more questions are entered into ATS to ensure parents choice is being considered:

- a. Was the parent provided an orientation explaining the three ELL programs offered in NYC?
- b. What was the parent choice of ELL program?
- c. In what ELL program was the child placed?

On the first day back to school for teachers, an ESL teacher and administrator identify students who are entitled for continued ESL services based upon the previous spring's NYSESLAT scores as well as the students who are no longer entitled to ESL services. Both groups of parents are notified in writing in English and their native language by mailing home the letter of eligibility form the DOE website with tear-offs to return to school to acknowledge receipt of the entitlement information.

Also during this time period, if a student scores proficient on the LAB-R a Non Entitlement letter is sent home to the parents in both English and their native language explaining that their child is not entitled to ESL services based on scoring at or above the proficiency level on the LAB-R.

A record keeping binder is kept to track these compliance documents: HLIS, Parent Survey and Program selection Form, parent letters sent home (entitlement, placement, non entitled, continued entitled, non entitled /transition), tear-off slips that have been returned, and the parent orientation meetings sign in attendance sheets. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs is described below.

- Once all the program selection forms are collected and if after attempts are made to contact [parents that did not return a Parent Survey and Program selection Form, by default the student is automatically placed in a bilingual class, if available, or an ESL class. The Principal meets with the ESL teacher and decides which program should be offered based on the parent's selection.
- Parent's choice, coupled with the program availability, determines program placement for ELLs within the first ten days of enrollment.
- Bilingual classes are formed when there are fifteen or more students on two contiguous grades for K-8.
- If there are not enough students to form a bilingual class, the parent can opt to transfer to another school in the district where a bilingual class is being offered, or the parent can choose to stay in the ESL program in this school.
- School personnel collect information or where these classes are being offered and assist them in contacting the other school.
- These parent choices and all other information is explained to the parents through an interpreter when needed.

- At this time, a placement letter from the DOE website will be sent home in both English and the child's home language to every entitled student explaining their child's placement for that school year with a tear-off slip to be returned to school to acknowledge that they have received the information.

5. As a new school in the first year, we do not have previous year's data to compare the choice of programs parents prefer. This year we have two students in freestanding ESL.

6. Our program model is that we offer freestanding ESL to our students. Again as a news school, we do not have previous year's data.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

|  |                              |  |                               |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input 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<br>t # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
| <b>Self-Contained</b>   |   |   |   |   |   |   | 2 |   |   |   |    |    |    | 2         |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0         |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0  | 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) | 1 | Special Education             | 0 |
| SIFE                        | 0 | ELLs receiving service 4-6 years             | 1 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE           | 0   | 0    | 0                 | 0   | 0    | 0                 | 0   | 0    | 0                 | 0     |
| Dual Language | 0   | 0    | 0                 | 0   | 0    | 0                 | 0   | 0    | 0                 | 0     |
| ESL           | 1   | 0    | 0                 | 1   | 0    | 0                 | 0   | 0    | 0                 | 2     |
| Total         | 1   | 0    | 0                 | 1   | 0    | 0                 | 0   | 0    | 0                 | 2     |

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

### C. Home Language Breakdown and ELL Programs

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

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

| Dual Language (ELLs/EPs)                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9-12   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of ELLs by Grade in Each Language Group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

**This Section for Dual Language Programs Only**

|   |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American: ____  | Asian: ____                        |
| Hispanic/Latino: ____   | Other: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |

| 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        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. Instruction is delivered through pull-out ESL model. The students are scheduled for ESL to meet their required time, as advanced students of 180 minutes per week. The pull out ESL teacher works closely with the classroom teachers and administration to ensure continuity and curricular alignment. During the time they are pulled out there are a variety of different instructional practices that are utilized ( whole class, small group, mini lessons, individual conferences, peer teaching/coaching, partnerships, buddy work, independent work, etc.) All instruction is differentiated and students are grouped according to their needs to teach a specific skill or strategy that the teacher wants to target. The pull-out ESL classroom is set up so that it offers a non-threatening, print rich environment filled with a lot of materials, pictures, technology and multi-level high interest books. In the classroom, students participate in shared reading, shared writing, vocabulary development, the writing process, guided reading and partner reading. All work down in the ESL classroom aligns with the Common Core State Standards and the grade's curriculum.

2. All of our ELL students that are either beginner or intermediate as per their NYSESLAT will receive a minimum of 360 minutes per week of ESL services as per CR Part 154 regulations. The students we have classified as advanced receive 180 minutes of ESL services per week. The organization of our staff ensures that these mandated hours are met by the pull-out ESL teacher's schedule to accommodate for the blocks during the school day. As a new school with only two ESL students, we share the ESL services with the other schools housed in the building.

3. ELL students receive content area instruction in alignment with the units of study and curriculum of their grade. All teachers are trained to use data assessment to drive and plan differentiated instruction during Humanities and science to meet the needs of the students.

4. ELL's are appropriately evaluated in their native language, if necessary on exams by writing in their native language and then having it translated. Also, native language exams are given for the New York State Math test when it is helpful to the students. Whenever possible, exams are given in a student's native language to ensure that all students are assessed on the content regardless of their English proficiency.

5a. Our instructional plan for the situation where we have SIFE students would be to place them in a lower grade if possible. This would be done on a case by case basis and with informed parent consent. SIFE students need intensive special support and assistance. Instruction will be accommodated by providing an extra period of ESL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations. We would provide academic intervention services from our content area teachers as well as offering after school programs if available. We would provide counseling services by our guidance counselor if needed to support their emotional needs.

5b. As a new school, we will implement the following procedures when we encounter students in following groups: Newcomers are students who have recently immigrated and have very little English language skills. They are at the pre-production stage of second language acquisition. Instruction would be modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, use visuals and provide contextualized engagement activities. At this stage, teachers may

## A. Programming and Scheduling Information

utilize the student's native language to ensure the students understanding of content area subjects while the student is acquiring English. We would provide the students with bilingual picture dictionaries either paper, CD or on the computer. In addition, newcomers will have access to computer assisted language for ELLs. We will also provide a collection of bilingual language reading books in the classrooms and school library if possible that the newcomers can check out to read during the reading block or at home.

As the students progress in their acquisition of English, they move to the early production stage. At this stage, beginner students are starting to put simple sentences together but still have limited comprehension of English. The focus of instruction for beginners will be vocabulary building, modeling reading and writing through read aloud and think aloud, pairing beginners with a more dominate English speaker who can provide good modeling, provide cooperative group activities that they can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions, and support shared reading and writing with visuals .We will introduce and develop vocabulary visually by using picture dictionaries and other visual aids. Teachers will encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning.

At the third stage of language acquisition, speech emergence, intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities. Instruction for the intermediate students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicit reading comprehension strategies (summarize, sequence, compare and contrast, draw conclusion, self questioning, main idea, fact and opinion). The writing process will be broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as the format for writing essays, reports , letters etc. Teachers confer with the students to identify their strengths and weaknesses.

During intermediate fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker. Although these students are much more fluent they still need support in reading and writing. The focus of instruction for advanced students includes: using scaffolding activities during pre-reading and post-reading activities, teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study, providing learning activities that can be accomplished in small groups in a structure that encourages mutual cooperation. The ESL will work closely with classroom teachers to achieve the following goals:

- Provide academic content-area instruction in English
- Using ESL methodology and instructional strategies
- Using native language support to make content comprehensible
- Assisting students to achieve the state-designated level of English proficiency for their grade

5c. Students who require services for 4-6 years will be formally identified every September when we analyze our data for the Extension of Services report.

- The administration and ESL teacher along with the input of previous years grades or teachers will discuss each student that fall s in this sub-group
- Various data such as NYSESLAT scores, ELA state assessments, Acuity assessments, conference notes, Kid watching and rubrics are all considered and examined to determine why a student has not scored proficient on the NYSESLAT and therefore still entitled to ESL services.
- Students will then be grouped into several different categories and a plan will be developed to meet the needs of each student.

The groups will be LEP students held over, LEP students with disabilities, LEP students who have not met the performance in reading and writing.

Students will receive academic intervention services. The data team will discuss these students at their monthly meeting to discuss their progress. We will incorporate Wilson reading system, Great Leaps and Fountas and Pinell Leveled Literacy intervention during reading and AIS. Computer programs and web based programs will be used during the school day to help students work towards grade level expectations.

5d. Instruction for Long-Term ELLs, enrolled more than six years will be to focus on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, provide multiple opportunities for students to learn through modeling, modifying materials, activities and assignments based on level of proficiency. Classroom teachers and the ESL teacher will work with students individually and in small groups using a variety of programs while incorporating ESL methodologies. Some of these programs that could be used are Wilson, Foundations, Just Words, Great Leaps Reading. We will purchase computer programs to assist with their language acquisition such as AWARD reading, Lexia or Reading Academy. They will receive additional instruction and support during the school day and during AIS by the ESL teacher as well as their classroom teachers.

6. The special education teachers will be trained in ESL methodologies with the support of the ESL teacher. ESL strategies that teachers may use include-but are not limited to- Total Physical Response (TPR), modeled talk, interactive writing, guided reading, read

## A. Programming and Scheduling Information

alouds ,recorded books and videos and the use of real world objects. Instruction from both the special education teacher, general education teacher and the ESL teacher will incorporate various learning styles to meet the needs of all the students. Strategies used for auditory learners will be books on CD and computer programs, visual learners can use computer graphics, charts, posters, diagrams, graphic organizers and pictures. For tactile learners who learn best by touching teachers will allow students to create dioramas, make models, draw etc. Kinesthetic learners will use their whole body and move to help them learn. All teachers will work together along with any other service providers to help these students aquire the English language. Students who will be in self contained or ICT classes are serviced in the least restrictive environment which will be a mainstream pull out ESL class.

7. Our school will use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Any ELL student with special needs will be placed in special education as per their IEP. Our special needs ELLs will receive ESL services from the ESL teacher as pull out services. This will enable us to meet the needs of this specific population by allowing instruction to occur in small groups. Lessons for special needs will be modified to address different learning styles and their goals as per their IEP. If we need , we will incorporate assistive technology to address their needs.

### 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 | 0                          |  |                    |                            |
| Social Studies:      | 0                          |  |                    |                            |
| Math:                | 0                          |  |                    |                            |
| Science:             | 0                          |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

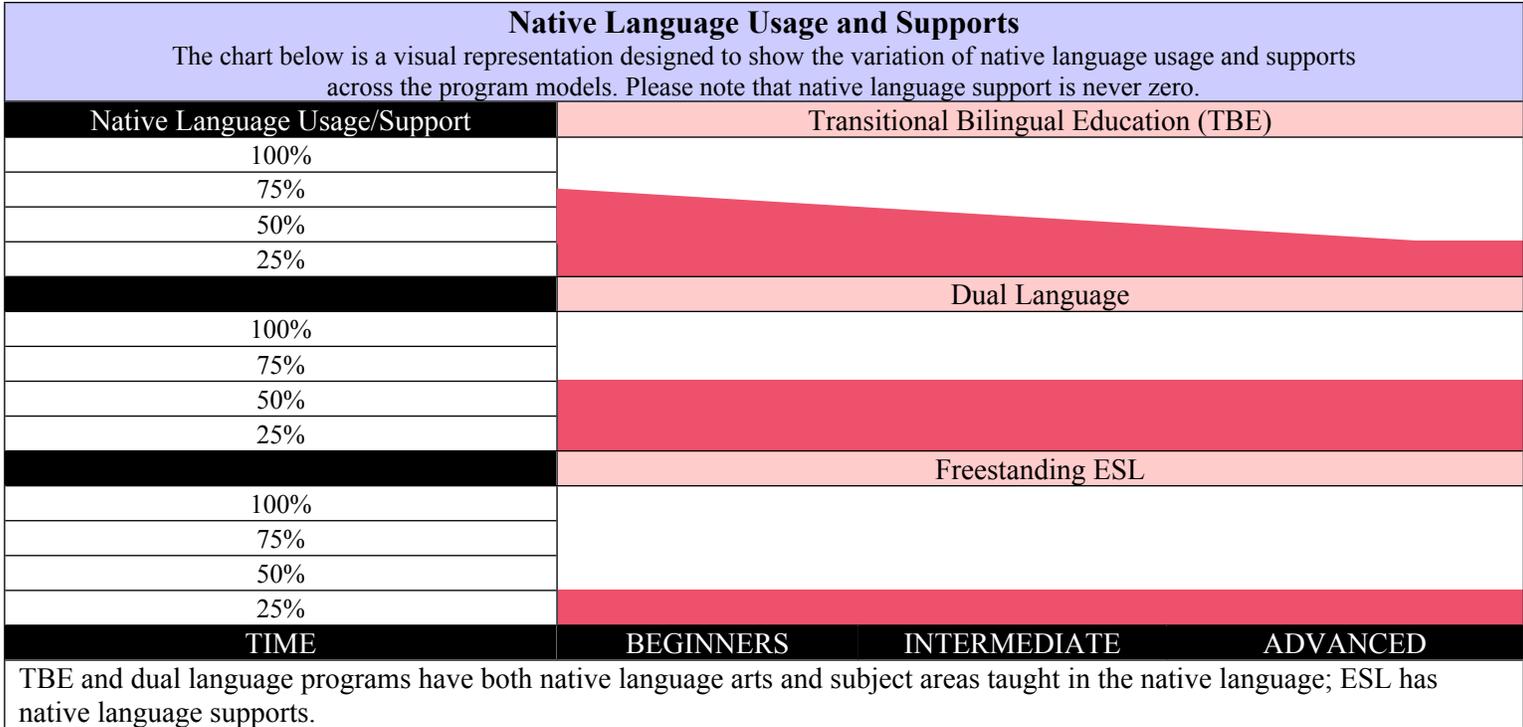
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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



## B. Programming and Scheduling Information--Continued

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

8. The targeted assistance programs that we will offer are all in English. These programs will be used for beginner, intermediate and advanced ELLs. The ELA and math programs that will be used by the classroom, ESL teacher and where applicable the Academic Intervention teacher are: Fountas and Pinnell Leveled Literacy Intervention, Wilson reading System, Greta Leaps Reading and Math .
9. Our plan to support those students that will pass the NYSESLAT will be as follows:
  - Provide small group academic intervention services from our AIS teachers
  - Participation in any instruction during after school programs
  - Continue with support from all departments to ensure success of the students in all content areas.
10. At the present time, we will possibly have a TBA class if the student enrollment warrants the class. At this current time, we do not have any students for this type of class. Our needs are for freestanding ESL only. We will be looking into purchasing a web based program to help support the needs of our ELLs.
11. No programs will be discontinued for ELL students.
12. All of our ELL students will be afforded equal opportunity to all school programs. ELLs will be invited to participate in any after school program offered by the school. We will be starting in January a test sophistication program to support the need for the state exams. In addition, all ELLs are entitled to AIS and differentiated instruction throughout the school day in both ESL and the regular classroom.
13. The instructional materials that will be used to support our ELLs : All classrooms will be equipped with a computer center, smart board, ELMO projector or projector, and audio center. The classroom libraries will have a variety of materials such as magazines, newspapers as well as books. We will have picture dictionaries or glossaries in students' native language if available.
14. In our ESL program , we offer native language support in several ways. The ESL teacher speaks Haitian Creole, which is one language spoken by the ESL population. She provides translation when needed. We will provide bilingual dictionaries and glossaries in students' native language. We will have books in classroom libraries in their native language. During discussions, students can use a variety of ways of communicating- pictures, drawings, technology programs that offer translations.
15. All required services and resources correspond to ELLs ages and grade levels as per CR-part 154.
16. We are dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year will be:
  - Early registration for newly-enrolled students prior to the opening of school in September.
  - Within the first ten days of enrollment the LAB-R test is administered to ascertain their placement.
  - During the registration and LAB-R test process the school staff including administration, parent coordinator, secretary and ESL teacher will work as a team to assist the parents with their concerns and understanding of the forms and placement for ELL students.
  - Classroom teachers will be trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled students will be provided with a buddy student who if possible speaks their language to help develop a support system for them.
17. At this moment, we do not offer language electives to our ELLs because it is not a requirement in sixth grade.

## 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)?

1.

#### **D. Professional Development and Support for School Staff**

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

1. Professional development is provided by the Network monthly, specifically with compliance issues. During monthly instructional workshops by the Network, there is always a focus on the ELL population and how to modify to meet their needs. As a school, professional development is designed by the team which consists of administration, data specialist and classroom teachers. We discuss what the staff needs more development with and try to offer the opportunity for the staff to attend workshops to meet their professional needs.

In order to meet the need of the ELL students we will need to provide training in the following:

- Common Core State Standards
- Depth of Knowledge to ramp up instruction for all students utilizing the Universal Design for Learning Principles
- Danielson framework to better use questioning and assessment for our ELLs
- NYSESLAT information workshops for teachers to align instruction with the four modalities
- Turn key professional development on analyzing the ELL Periodic Assessment results with classroom teachers
- Turn key ELL workshops held within the Network
- Professional development on intervention for struggling ELLs

2. In addition to ongoing professional development for teachers and staff to assist ELLs as they transition from one grade to another, ESL teacher and administration will share the information in a variety of ways. Conferences and meetings allows for the sharing of this information such as department meetings, AIS & PPT meetings, Edmodo- the social teacher network, Skedula- our grading program, data inquiry, staff development days, the June clerical half days and student work that is essential for planning and helping our ELLs move to the next grade level.

3. A certified ESL teacher will provide the 7 ½ hours for general education of state-mandated ESL staff development or the 10 hours for special education ESL training for the staff. Attendance records will be maintained to ensure the requirement is met. In addition all teachers have the opportunity to attend citywide Professional Development provided by the Office of English Language Learners.

## E. Parental Involvement

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

1. At CAMS, we recognize the importance of parent involvement in the education of all our students including the participation of ELL parents. We offer many opportunities for all parents to learn about the curricula and education their child receives. Parents are welcome into the school. The school website contains all the news, events and calendar for the parents. The teacher generated a home page where they update weekly the homework and assignments as well as the units of study for their specific content area. Parents are welcome to email the teachers via the website. Through Skedula, parents have access to their students 'grades and anecdotal so they are kept abreast to their students 'progress. Monthly progress reports are sent home to the parents in addition to the report cards. Parent Orientation was held in September for the parents to have an opportunity to meet the teachers and receive an overview of the year. Monthly family nights will be held for the parents to interact and celebrate their child. School performances will be held to showcase the music programs in our school. PTA meetings will be held monthly for the parents to come and participate in their child's school. Fundraisers are held to help support the students and activities.

2. Again, as a new school we are currently reaching out to community organizations to establish a partnership with them.

3. We sent out a parent interest survey during a parent meeting to find out more about the parents needs. The parent coordinator has been reaching out to families and working with them to discuss any questions or concerns.

4. These parental involvement activities meet the needs of the ELL parents in several ways. They give parents an opportunity to interact with other parents from the community and school. Parents learn valuable information at the meetings as well as see their children interact with other classmates and school staff. These family nights, meetings and information nights will help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are a part of our school community.

## 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)   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| 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                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| READING/<br>WRITING | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

| Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|----------------------------|-----------------|-----------------------------|-----------------|
| English                    | Native Language | English                     | Native Language |
|                            |                 |                             |                 |

**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           |                            |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| 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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |  |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |  |                        |                        |                        |  |                        |                        |                        |

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

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

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name:</b> _____   |                      | <b>School DBN:</b> _____ |                 |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                          |                 |
| Name (PRINT)  | Title                | Signature                | Date (mm/dd/yy) |
|   | Principal            |                          | 1/1/01          |
|   | Assistant Principal  |                          | 1/1/01          |
|   | Parent Coordinator   |                          | 1/1/01          |
|   | ESL Teacher          |                          | 1/1/01          |
|   | Parent               |                          | 1/1/01          |
|   | Teacher/Subject Area |                          | 1/1/01          |
|   | Teacher/Subject Area |                          | 1/1/01          |

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

| Name (PRINT) | Title              | Signature | Date (mm/dd/yy) |
|--------------|--------------------|-----------|-----------------|
|              | Coach              |           | 1/1/01          |
|              | Coach              |           | 1/1/01          |
|              | Guidance Counselor |           | 1/1/01          |
|              | Network Leader     |           | 1/1/01          |
|              | Other              |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** \_      **School Name:** Collabortive Arts Middle School

**Cluster:** 2      **Network:** 209

**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**

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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.

We look at the RNMR from ATS to verify the ELL's home language. This report shows the home language of each entitled student. We look on parent Home language survey to determine the language through which the parent/guardian prefers to receive school communication. We use the translator phone system when necessary to assist in speaking to parents in their native language.

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.

Based on the data, we have determined that we need to dialogue with the ELL's homes in Hatian Creole and Spanish. We have 1 Haitian Creole & 1 Spanish student being serviced.

## Part B: Strategies and Activities

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

We will have all notifications translated via the Board of Education requirements that are sent home to the students for the parents in need. We will use in-house staff that are bilingual in the students native language translator the document for the parents. We can use Google.com translation if needed.

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.

We will provide in-house interpretation services by our ESL teacher in Haitian Creole and school staff for Spanish. We will use the translator system when needed.

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>.

We will utilize the translation services to fulfill SEction VII of Chancellor's Regulations by submitting the material to be translated ahead of the due date. The family will then receive the material on time to make a decision concerning ELLs.