



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MILLENNIUM ART ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X312

PRINCIPAL: HERMAN GUY **EMAIL:** HGUY@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE, SUPERINTENDENT

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
Herman Guy	*Principal or Designee	
Juanita Claxton	*UFT Chapter Leader or Designee	
Elena Villa	*PA/PTA President or Designated Co-President	
Joseph Thomas	DC 37 Representative, if applicable	
Diana David	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kounda Doucoure	CBO Representative, if applicable	
Carlene Williams	Member/ Parent	
Laura Blau	Member/ Teacher	
Benvenuto Ferron	Member/ AP	
Marilyn Cruz	Member/Parent	
Julie Pozo	Member/PC	
Jason Wagner	Member/ Teacher	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To provide at least 90% of students with disabilities a range of support options as appropriate in the least restrictive environment (LRE).

Comprehensive needs assessment

Closing the achievement gap for students with disabilities as per the data gathered from both city and state assessments

Instructional strategies/activities

• Provide students with disabilities support in the least restrictive environment for the 2012-2013 school year. Our school will utilize data including IEP's, city and state wide assessments and analysis of student performance to drive instruction and determine necessary special education supports including ICT, Special Education Teacher Support Services, and related service. Provide essential and relevant ongoing professional development, ongoing assessments of student work and data driven curriculum development and instruction. Engage in ongoing regent assessments and student self-reflective task analysis. Provide intensive related service and other youth development support to struggling learners who possess severe motivational and social/emotional issues

Strategies to increase parental involvement

Parent involvement is critical to the success of the school's goals. Parents will be provided with the following in an effort to increase their involvement in their children's education and in an effort to accomplish our goals:

- On-going communication regarding programs, services, and academic supports that will enhance and support their child's skills and progress
- Training and materials to help parents work with their children to improve their achievement levels (e.g. literacy, math, and the use of technology)
- Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events
- Written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Immediate and on-going outreach and guidance support to help parents swiftly address and support the academic, emotional, and holistic needs of their children
- *Special invites for parents to ALL school-wide events such as the arts and academic shows, as well as invitations to Saturday parent days with food, raffles, parental information
- Parent newsletters

Strategies for attracting Highly Qualified Teachers (HQT)

The school does everything in its power to obtain and retain the best qualified teachers, even in the face of budget cuts and hiring freezes. The school contacts colleges and universities for the best teachers, uses the New Teacher Finder on the DOE website, interviews ATRs who may be qualified, etc. The school has a hiring committee that selects candidates for interviews. All prospective teachers must perform a demonstration lesson before they are offered a position at the school and they must be able to attend mandated, essential professional development sessions. The school ensures that all teachers, regardless of their years of service, receive professional development to ensure that they are prepared for the rigors of teaching at the school. The PD is offered internally and externally in an effort to provide teachers with the differentiated and specific professional development they need.

Service and program coordination

Students are offered counseling and psychological services from Bronx Lebanon Child and Family Clinic Plus. They are also offered support from our CATCH and CAP (pregnancy and STD prevention programs) within the school. Students in Temporary Housing are immediately identified and provided with additional supports and services. In addition, all students are offered individual and small group tutoring through a multitude of Supplemental Education Services Providers. These efforts are continuously coordinated with the instructional strategies in an effort to meet the holistic of the students.

Budget and resources alignment

• IDEA ARRA RELATED SERVICE IEP PARA TL Fair Student Funding • Title I SWP (per-session for extended day, Saturday, and summer school, limited OTPS, other) • Title I SWP (per-session teacher and counselor, admin, other) • IDEA Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL NYSTL Textbooks HS

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

- To increase credit accumulation by 2% for 9th & 10th graders by August, 2013.

Comprehensive needs assessment

- Data analysis of student report cards, transcripts, ARIS, attendance rates, and overall 9th & 10th student performance.

Instructional strategies/activities

• Engage in ongoing review of student data of 2013 cohort, as well as all other cohorts (work and formative and summative assessments)- student self-assessments and learning action plans • Review of department, cohort, and Inquiry team action plans • Provide intensive and relentless attendance outreach via the PPT to those students who are chronic truants and/or LTA's including home visits, phone messenger, certified and regular mail, mandatory parent conferences, special advisory-style town halls and sessions, special attendance incentives • Provide students with transcripts and meet frequently to review criteria for graduation. Provide intensive guidance and youth-development support to struggling learners who possess severe motivational and social/emotional issues • Provide essential, relevant and ongoing professional development and support in the areas of CCLS curriculum development, city-wide expectations, assessment, technology integration, youth-development, other.

Strategies to increase parental involvement

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- On-going communication regarding programs, services, and academic supports that will enhance and support their child's skills and progress
- Training and materials to help parents work with their children to improve their achievement levels (e.g. literacy, math, and the use of technology)
- Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events
- Written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Immediate and on-going outreach and guidance support to help parents swiftly address and support the academic, emotional, and holistic needs of their children
- *Special invites for parents to ALL school-wide events such as the arts and academic shows, as well as invitations to Saturday parent days with food, raffles, parental information
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school and they must be able to attend mandated, essential professional development sessions. The school ensures that all teachers, regardless of their years of service, receive professional development to ensure that they are prepared for the rigors of teaching at the school. The PD is offered internally and externally in an effort to provide teachers with the differentiated and specific professional development they need.

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Budget and resources alignment

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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

In order to increase our overall graduation rate by 2% for the 2012-2013 school year, school leaders and faculty will continue to use a system to constantly review student data and to ensure that all students are provided with individual academic graduation plans based on their specific needs.

Comprehensive needs assessment

- Did not make AYP for graduation – data analyses of both the NYC and NYS Report Cards

Instructional strategies/activities

• Engage in ongoing review of student data of 2013 cohort, as well as all other cohorts (work and formative and summative assessments)- student self-assessments and learning action plans • Review of department, cohort, and Inquiry team action plans • Provide intensive and relentless attendance outreach via the PPT to those students who are chronic truants and/or LTA's including home visits, phone messenger, certified and regular mail, mandatory parent conferences, special advisory-style town halls and sessions, special attendance incentives • Provide students with transcripts and meet frequently to review criteria for graduation. Provide intensive guidance and youth-development support to struggling learners who possess severe motivational and social/emotional issues • Provide essential, relevant and ongoing professional development and support in the areas of curriculum development, assessment, technology integration, youth-development, other.

Strategies to increase parental involvement

Parent involvement is critical to the success of the school's goals. Parents will be provided with the following in an effort to increase their involvement in their children's education and in an effort to accomplish our goals:

- On-going communication regarding programs, services, and academic supports that will enhance and support their child's skills and progress
- Training and materials to help parents work with their children to improve their achievement levels (e.g. literacy, math, and the use of technology)
- Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events
- Written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Immediate and on-going outreach and guidance support to help parents swiftly address and support the academic, emotional, and holistic needs of their children
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Strategies for attracting Highly Qualified Teachers (HQT)

The school does everything in its power to obtain and retain the best qualified teachers, even in the face of budget cuts and hiring freezes. The school has a hiring committee that selects candidates for interviews. All prospective teachers must perform a demonstration lesson before they are offered a position at the school and they must be able to attend mandated, essential professional development sessions. The school ensures that all teachers, regardless of their years of service, receive professional development to ensure that they are prepared for the rigors of teaching at the school. The PD is offered internally and externally in an effort to provide teachers with the differentiated and specific professional development they need.

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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	50	25	20	25	0	25	0
10	30	50	25	20	25	0	25	0
11	50	30	25	50	25	0	25	0
12	50	30	25	50	25	0	25	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Small group tutoring, one-to-one tutoring, Homework – Computer Café, peer tutoring, ilearn – extended day, Saturday Academy. SES providers offer additional tutoring to students. All services are offered during the school day and after school
Mathematics	Small group, one-to-one tutoring, Homework Café, peer tutoring, extended day. SES providers offer additional tutoring to students. All services are offered during the school day and after school.
Science	Small group, one-to-one tutoring, Homework – Computer Café, peer tutoring – extended day. All services are offered during the school day and after school.
Social Studies	Small group, one-to-one tutoring, Homework Café, peer tutoring – extended day. All services are offered during the school day and after school.
At-risk Services provided by the Guidance Counselor	Students receive academic advisement and counseling, which includes reviewing academic needs and establishing and monitoring academic goals and objectives. All services are offered during the school day and after school.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Students receive counseling to deal with social/emotional and academic barriers and are provided with support to overcome them. Social Worker provides students with referrals for long-term counseling when needed. All services are offered during the school day and after school.
At-risk Health-related Services	Students with health issues are in constant touch with the campus nurse. Upcoming 2013 Stevenson Campus Health Clinic.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

SCHOOL PARENT COMPACT **Millennium Art Academy**

We, the school and parents, agree to work cooperatively to provide for the successful education of our children:

- **We understand:** the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.
- **We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.
- **We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.
- **We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.
- **We understand:** the need to provide quality curriculum and instruction.
- **We understand:** the need to deal with communication issues between teachers and parents through:
 - Parent –Teacher conferences
 - Reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
- **We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

Parent/Guardian

- **I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.
- **I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

- **I understand:** the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

- **I understand:** the need for me to monitor my child's:
 - Attendance at school

 - Homework

 - Television watching

 - Health needs

I understand: the need to share responsibility for my child's improved academic achievement

I understand: the need to communicate with my child's teachers about his/her educational needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and /or need to help me be more effective in assisting my child in the educational process.

Parent/Guardian Signature

Date

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 CFN 403	District 08	Borough Bronx	School Number 312
School Name Millennium Art Academy			

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

Principal Maxine Nodel	Assistant Principal Iris Witherspoon
Coach	Coach
ESL Teacher Anna Lurie	Guidance Counselor Jennifer Martin
Teacher/Subject Area	Parent Diane Malave
Teacher/Subject Area	Parent Coordinator Julie Pozo
Related Service Provider Janice Groll	Other Sandra Miller
Network Leader Gilian Smith	Other

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

D. School Demographics

Total number of students in school	499	Total Number of ELLs	28	ELLs as share of total student population (%)	5.61%
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Part II: ELL Identification Process

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

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

1. Identification Process for ELLS

When a new student enters the school from outside of the city or from private school, the Pupil Personnel Secretary, Jeannette deJesus, immediately alerts the ESL coordinator, Anna Lurie (ESL certified). The ESL coordinator sets up an immediate meeting with the parents and the student in order to conduct an informal interview and administer the HLIS. The ESL coordinator is Spanish-English bilingual; when translation is needed in other languages, the school calls a translation service. If the home language is determined to be English or the student's only language is English, the student is not classified as LEP and will enter the general education program. If the home language is other than English, the student will be promptly administered the LAB-R by the ESL coordinator to determine his or her English proficiency level.

Once administered the LAB-R, the coordinator can determine the appropriate placement for the student. If the student tested at or above proficiency, he or she is not considered an ELL and enters a general education program. If the student places below proficiency, the student's parents are called in once again for an informational meeting about ELL program choices. The bilingual ESL coordinator meets with the parents to discuss the three program choices, and shows the parents the parent choice video before having them complete the Parent Option form. If the parents do not select an option, the student is automatically placed in an ESL class. If the parent selects an option other than ESL (which is the only program MAA offers at this time), the school guidance counselor and ESL coordinator work with the parent to find an appropriate placement, meanwhile providing the student with the appropriate number of ESL classes for the students level.

In April and May of each year, the ESL coordinator administers the NYSESLAT to all ELLs according to the process indicated in the directions. If the student scores below proficiency, he or she will continue to receive ESL services in the following year.

2. Parental Option Program Choices

Parents of newcomer students are called in for an informational meeting about the three program choices immediately after the HLIS process is completed and it has been determined that the student is an ELL. The English-Spanish bilingual ESL coordinator, with the assistance of the English-Spanish bilingual parent coordinator, Julie Pozo, share the Office of English Language Learners (OELL) produced materials to ensure that parents understand all three choices and can make an informed decision. The parents watch the informational video in their native language before completing the form. If the parent cannot attend a meeting in a timely matter, the ESL coordinator holds a meeting over the phone and sends the form home to be completed by the parent and returned to the school as quickly as possible.

3. Communications with Parents

At the beginning of each year, the ESL coordinator is responsible for sending out the appropriate entitlement letter to each family. She uses ATS reports to ensure that she is reaching each parent and providing the correct information. She uses the entitlement letters

provided by the OELL, as well as the new Pearson-provided NYSESLAT parent information documents, and makes sure that each family is receiving the letter in both English and their home language.

It is always in the best interest of the school, the parent, and the student that an in-person meeting is held in order to discuss program options. However, the school understands that parents may not always be able attend meetings at school, and therefore makes every effort to accommodate them over the phone, through e-mail, and through letters. When the school sends forms such as the Parent Survey to a parent, we follow-up regularly through the above mentioned methods in order to ensure the return of the form.

4. Student Placement

Millennium Art Academy makes every effort to place students in the program selected by their parents. If a parent does not choose an option, the default program is Bilingual, as per CR Part 154. At this point in time, MAA offers only ESL classes because we do not have the required number of students whose parents chose Bilingual classes in order to start a program. If a parent wants their student to be in a bilingual or dual language program, the school works diligently with the district to inform the parent in their native language of a school where the desired program exists, as well as to help the parents understand that we will provide their children with excellent language development and academic support through our ESL program.

5. Trend in Program Choices

The Parent Option report (RBCS) in ATS comes up as temporarily unavailable. Due to the ATS problems, the parent option reports for the current and past years are unavailable at this time. As soon as the report becomes available, the ESL coordinator will review the data and make the appropriate program adjustments as suggested by the data.

6. School Alignment with Parent Choice

In the past years, MAA has provided services that are in alignment with parent choice. So far, that has meant providing ESL services only, as the school has not had a population of 20 students in a single grade or a grade span whose parents chose the bilingual program option. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ESL coordinator, and parent coordinator work diligently to assist the parent in finding such an option. In August 2011, the ESL coordinator sent letters home to parents informing them of their child's performance on the Spring 2011 NYSESLAT and their continued entitlement in the ELL program. The letters included a description of MAA's ESL program and an invitation to discuss other program options with the ESL coordinator. No parents responded to the letter to discuss a different program.

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 t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	4	4	4	16
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	14
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	3	2	5	2	3	15	0	9	28
Total	8	3	2	5	2	3	15	0	9	28

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	4	5	6	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	4	5	6	28								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instructional Delivery

a. MAA follows the self-contained ESL model for all ESL classes.

b. MAA programs ELLS in a variety of ESL classes to meet their learning needs. All ESL students are programmed into one 5-

A. Programming and Scheduling Information

day a week heterogeneous ungraded ESL class taught by the ESL instructor. Also, all Intermediate and Beginner students are programmed for a 3-day per week heterogeneous ungraded self-contained ELL resource room with the ESL instructor. The purpose of the resource room is to support mainstream content area classes. Finally, all beginner students, as well as low intermediate students who are determined to need the extra support, are programmed into a 5-day a week ungraded Beginner-level class.

2. Delivering the Mandated Instructional Minutes

The ESL coordinator (who is also the ESL instructor) works diligently to ensure that all students are receiving the required number of minutes. Throughout the year, she works with the guidance counselors and programming coordinators to make sure that all ESL students are being appropriately served. With the addition of the resource room style classes for ESL students, many students are actually receiving more than the minimum ESL instructional time, without any negative affect on their credit accumulation.

3. Delivery of Content Areas

At MAA, ESL students are programmed to take mainstream English-language content area classes. With the exception of Beginner ESL students, who do not take a mainstream ELA class, all students are programmed at minimum for classes in the following areas: ELA, History/Social Studies, Science, and Math. Depending on the flexibility of their schedule, they also take Art, Gym, and Electives.

Students receive support in the content areas during their ESL resource room. Content area teachers also receive professional development from the ESL coordinator and outside organizations in order to learn delivery approaches and instructional strategies that are beneficial to ESL students, such as using scaffolds like graphic organizers, techniques for building academic and domain vocabulary, peer partners, and realia.

4. Assessment in Native Language

All ESL students have the right to be assessed in their native language. At MAA, the ESL coordinator is also the Testing Coordinator and is therefore familiar with the needs of each of the students. Prior to State testing, the ESL coordinator meets with the students to discuss their options for testing. If students opt to use the bilingual testing modification they are able to do so. In addition, students always have access to bilingual glossaries and dictionaries during regular instruction and assessment activities.

In order to prepare students for State testing, classroom teachers are encouraged and supported in using bilingual modifications for classroom testing. The ESL coordinator works with teachers to provide alternative assessments or translations for students to use.

Differentiated Instruction for ELL Subgroups

a. SIFE Students are programmed for additional C-6 support time, after-school homework help, and Saturday Academies to bolster their academic skills as well as their language proficiency. Within their classes, SIFE students are paired with students who are confident and capable academic partners.

b. Newcomers receive the appropriate amount of ESL instruction based on their level. They are programmed for mainstream classes, unless they have additional instructional requirements, such as an IEP or SIFE status. When a student first arrives, the ESL coordinator arranges for the student to be paired with an ELL student ambassador, who helps the newcomer with adjusting to the school and social situations.

Although ELL students are exempt for testing for one year after they first arrive, the school begins to prepare them in appropriate ways as soon as possible through content area classes and native language support for content area material. After the first year, students sit for the required exams and receive all ESL testing accommodations, such as 1.5 time, bilingual dictionaries, separate location, side-by-side exam translations, and the listening section read three times on the ELA exam.

c. ELLs receiving service from 4-6 years take the required number of ESL instructional minutes. They also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are determined to be beneficial to the students.

A. Programming and Scheduling Information

d. Long-term ELLs take the required number of ESL instructional minutes. They also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students.

ELLs with Disabilities

7. The ESL instructor works closely with the IEP coordinator to determine the best program choices for students with special needs. They implement special, individualized strategies that will benefit SWD students. All SWD students receive support through the Special Education department. The students also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students.

Most teachers at MAA teach students who are classified both as ELLs and SWDs. Both the ESL coordinator and the IEP coordinator work with teachers throughout the year to ensure that these students are receiving rigorous, yet supportive, instruction. MAA believes that all students can access high-concept material given the appropriate supports, and therefore scaffolding is a huge part of our instructional model for all of our students, but especially for our ELL-SWDs. We also have implemented a number of programs designed to bolster the work we do within our classrooms. One program that teachers across the content areas, especially ELA and History, are beginning to use is Achieve 3000, an internet-based reading program. Teachers can select texts within Achieve 3000 to support the content area material being taught in their classrooms or across the grade span. Students access the text at their appropriate independent reading level, but since all students are reading the same article, they are able to take part in discussions and tasks with the whole class. Achieve 3000 offers Spanish-language support and additional interventions for students who are behind grade level in reading. This program has been shown to rapidly increase students' reading level in English, while at the same time boosting their content area background knowledge.

MAA also realizes two fundamental concepts in relation to ELLs with disabilities. The first is that in general ELLs are overrepresented in Special Education for a variety of reasons, including misdiagnosis. Second, there are more similarities between students with disabilities and some of the ELL subgroups (LTELLs, for example) than there are differences. This realization allows teachers at MAA to view each student as a unique individual before considering them as a part of a set subgroup. With this in mind, ELLs with disabilities are programmed in the best possible way for their specific needs.

8. MAA follows a team teaching model for teaching students with disabilities. Students with disabilities are scheduled to receive content area classes in mainstream classrooms with 2 teachers. This also applies to ELLs with disabilities. Team teaching gives teachers maximum flexibility while providing students with necessary support in the least restrictive environment. In some cases where it is determined that students with disabilities (including ELLs) need additional support in their classes, they are programmed into smaller skills classes. The skills classes cover the same content as mainstream classes, just with additional teacher support, increased scaffolding, and a slower pace.

Courses Taught in Languages Other than English ⓘ

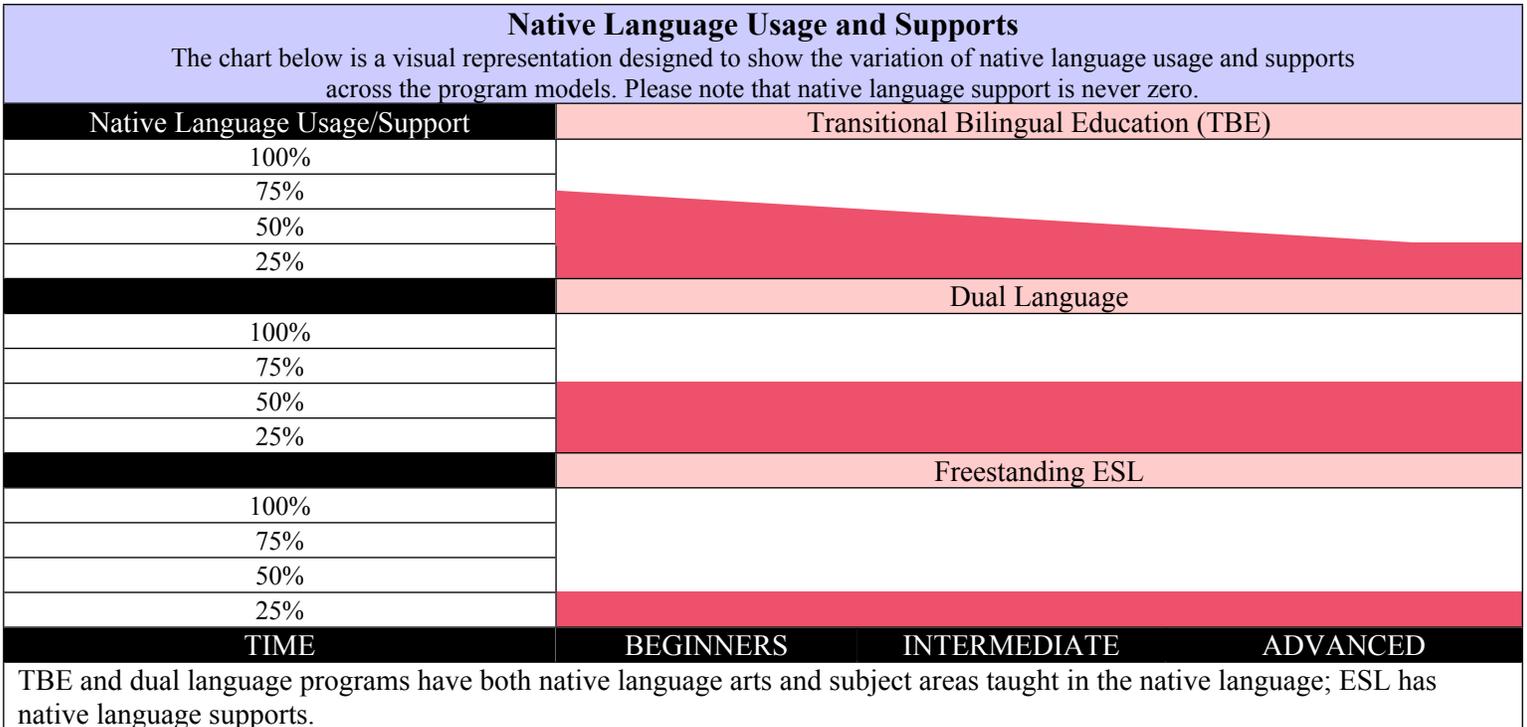
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



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. Content Area Intervention Programs

When ELLs struggle in their content area classes, they receive additional support through a variety of different measures taken by the school. MAA offers mandated C-6 programming during the day, in which students receive additional help from content area teachers. Additionally, after school homework help and tutoring, English and Spanish-English bilingual, is provided. MAA will also offer a Saturday Academy class to assist struggling ELLs with their content area classes.

9. Transitional Support

After a student tests out of ESL as determined by the NYSESLAT, they continue to receive support from the ESL coordinator. She frequently checks on the progress of the students in their mainstream classes, and implements any necessary interventions in the form of extra help after or during school, peer tutoring, and other such measures. Additionally, the ESL coordinator ensures that all ESL students who tested out within the last two years continue to receive testing accommodations.

10. New Programs Being Considered

One new program being considered is an after-school Global Regents preparation class that would be specifically for ELL students. Also, MAA is working with other schools on the campus to expand supplementary service offerings for ELLs. The ESL coordinator is considering starting a Saturday Explorers program for ELLs to encourage their exploration of and participation in the culture of New York City. The school would also like to build capacity in order to offer a Spanish class for Native Speakers that would be focused around skills found on the English Regents. Finally, the school is considering hiring additional ESL teachers to perform push-in services in content area classes.

11. Programs to Be Discontinued

At this time, no programs will be discontinued, because they have been proven to be effective in reaching the needs of the ELL population. In the past, MAA has discontinued programs such as pull-out ESL, which was determined to be too disruptive to the students schedule and did not provide enough consistency in ESL instruction.

12. ELL Participation in School Programs

ELLs are informed of and encouraged to join any and all school programs. Many participate in clubs and sports teams. The school has extracurricular and supplemental academic services specifically for ELL students, but ELLs also participate in other mainstream extracurricular and supplemental services when that is appropriate.

13. Instructional Materials

The school purchases bilingual resources to assist students in their content area classes. The ESL coordinator also uses the following programs:

- Achieve 3000 Reading program
- Rosetta Stone Language Learning software
- Power Up Reading for special needs and long term ELLs (includes a technological component).
- Keys to Learning for Newcomer ELLs (includes a technological component).

- Words Their Way for English Language Learners for all ELLs.

14. Native Language Support

ELL students receive native language support in their ESL and content area classes when determined to be appropriate and helpful by the bilingual ESL coordinator. The support is delivered in the form of one-one bilingual conferences with the teacher, bilingual dictionaries and books, native language internet support, and bilingual group work.

15. Age and Grade Correspondence of Required Services

The ESL coordinator works hard to ensure that all instructional services and resources are age- and grade-appropriate for ELLs. Even when a student is an absolute Beginner in terms of English language proficiency, material is never “dumbed-down,” but instead instruction is modified and scaffolds are provided so that all students can have access to the same level of intellectual rigor.

16. Assisting Newly Enrolled ELL Students

Every summer, the ESL coordinator contacts the families of newly-enrolled ELL students to introduce herself and discuss the ESL program at MAA. The families are invited to a new student information session, where they receive information about the school and are introduced to current students. Furthermore, the ESL coordinator alerts families to summer programs for ESL students and gives parents suggestions about what they can do to ensure that their children keep learning over the summer.

17. Language Electives

For the first time this year, MAA does not offer any language electives. However, the school is working to build capacity in order to again offer language classes. When students express interest in other languages, the ESL coordinator and guidance counselors help them look for information about outside language programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development Plan for ELL Personnel

The ESL coordinator (who is also the sole instructor of ESL) attends frequent professional development workshops and trainings throughout the year. In the past, she has attended multiple QTEL trainings, OELL workshops, NYS TESOL conferences, and other similar professional development offerings. Each year, she plans to attend all Professional Development offerings that will assist her own development as coordinator and instructor, and also any that will better her ability to assist content area teachers in their instruction of ELLs.

2. Support for ELLs Transitioning Grade Levels

The staff is provided with training in AVID methods that assist children in the transition from middle to high school. Also, all 9th graders take a Leadership class in order to learn how to become successful high school students. The Leadership teacher is Spanish-English bilingual.

3. Minimum 7.5 Hours of ELL Training

The ESL coordinator plans and implements multiple Professional Development sessions over the course of the year to ensure that all teachers are equipped with strategies and methods for teaching ELLs, and also that they have an understanding of the language learning and acculturation processes. She leads staff trainings, but also meets with individual teachers and departments to target specific issues concerning ELLs in the content areas. In all, the ELL coordinator provides over 7.5 hours of training to all staff.

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?

Parental Involvement

1. Parental Involvement

Parents are involved at MAA in a number of different ways. Throughout the course of the year, parents are invited to a number of trainings to learn about school systems. The school has an active PTA and parents also serve on the SLT. Every month, the Parent Coordinator sends home a school newsletter, and parents are always invited to school events through both mail and phone calls. ELL parents are included in all of these involvement strategies, and the ESL coordinator also calls parents personally to invite them to school events, or to inform them of their children's progress. All communication home is provided in both English and Spanish when needed.

2. Partnerships with Community Organizations

The school partners with community organizations such as ASPIRA, El Museo del Barrio, and nursing homes. When these organizations hold sessions for parents, the school informs the parent through mail and phone calls. The ESL coordinator and Parent Coordinator also inform parents when other parent events occur through other organizations, such as the Office of English Language Learners.

3. Evaluating Parent Needs

The school evaluates parent needs by asking for and listening to parent comments through the SLT, PTA, and Parent-Teacher Conferences. MAA also looks closely at the yearly Parent Survey to better understand the parents' needs.

4. Parental Involvement Activities

All parental involvement activities are designed around meeting the needs of the parent through furthering their knowledge and understanding of their children's development and learning, as well as school functioning. The school also plans activities that work to increase the parents' participation in the school, and in the community at large.

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)										3	0	0	0	3
Intermediate(I)										5	2	4	3	14
Advanced (A)										5	2	1	2	10
Total	0	0	0	0	0	0	0	0	0	13	4	5	5	27

NYSESLAT Modality Analysis

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

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		3	
Integrated Algebra	9	2	3	0
Geometry	1		0	
Algebra 2/Trigonometry				
Math <u>A</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	6		2	
Physics				
Global History and Geography	11	3	2	0
US History and Government	6	2	1	0
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

1. Since the number of ELLs at Millennium Art Academy is small, the ESL teacher and ELA teachers are able to use data generated in class (teacher-created tests, student participation, writing samples, informal observations) to fully understand the literacy skills of our ELLs. We supplement this data with formalized data collections as well, including Acuity ITAs, NYSESLAT scores, and reading level diagnostics. From the data we gather, we are able to modify and scaffold our curricula to better meet the ELLs at their literacy level by choosing different texts and supplemental materials, both in English and the student's native language. We create individualized goals for our ELLs based on our informal and formal assessments, and then scaffold instruction and provide extra support during and after the school day in order to assist students' in meeting their goals.

2. Millennium Art Academy has 10 Advanced, 14 Intermediate, and 3 Beginner students. These numbers are fairly consistent with previous years, although this year we have fewer students in each level because of the progress students made on the NYSESLAT in 2009-10. The NYSESLAT modality analysis suggests that most of the ESL students at MAA have more developed Listening and Speaking skills than Reading and Writing skills. This trend is consistent with the nature of language learning, but it is more prevalent in the set of Long-Term ELLs and ELLs with IEPs.

3. At Millennium Art Academy, our focus is to help our students develop true literacy in every sense of the word - oral and written communication and expression, social interaction, critical thinking, etc. Therefore, all instruction reflects this focus and strives towards a well-rounded, inquiry-based approach that will inspire students to reach their highest personal potential. However, we are also mindful of the trends in data, as we must be in order to best teach our students. As evidenced by NYSESLAT data, the majority of ESL students at Millennium Art Academy are less proficient in Reading and Writing than they are in Listening and Speaking. Therefore, the focus of ESL instruction is developing reading and writing, through the lens of wholistic literacy, which allows for ample opportunities for improvement of speaking and listening skills.

4. State Exams

Because the data above only reflects the performance of current ELLs on the Regents, it does not reflect the success that MAA has had with students who have tested out of ESL in the past few years. In addition, it does not reflect the success that ELLs with disabilities have experienced with the RCTs.

The majority of ESL students at Millennium Art Academy choose to take their Regents Examinations in English, as their classes are in English. In fact, when students have chosen to take a test in their native language in the past, they have actually fared worse than when they choose to take the test in English. Therefore, comparing test scores in English versus native language doesn't really make sense for the population. However, ELLs are always given the option to take their Regents Examinations in their native language, or to have the native language edition to use as a side-by-side translation.

Pass rates are currently low for ELLs in all content areas. A closer look at the data reveals that most of the students who are struggling are either newcomers or SWDs (some of whom have experienced success on RCTs). As mentioned above, this data does not reflect the success of ELLs who tested out of ESL within their time at MAA. In the past, the data shows the trend of the passing rate is better for Science and Math, which have less emphasis on reading and writing. ELL students tend to struggle most with the Comprehensive English, the US History, and the Global Regents Exams, which emphasis reading and writing, on top of extensive content area knowledge. The school is working to provide ample opportunities for the students to receive extra help in these content areas to help them pass the

exams. In past years, newcomer and SWD ELLs have experienced great success after taking part in our intensive Regents-prep programs, including after-school tutoring and Saturday Academy. Teachers also strategically incorporate Regents-strategies into their classes without "teaching to the test."

At this time, the ESL teacher uses the ELL Periodic Assessment to help prepare students for the particular testing design of the NYSESLAT. However, the teacher has not found the data to be useful, in part because the data reporting system used for the ELL P.A. is exceedingly difficult to navigate.

Data from the other periodic assessments is used to analyze trends in ELL performance. The item analysis feature on the Acuity website has been particularly helpful for teachers, as they can use it to create individualized programs and goals for students. In addition, the Math Acuity is available in Spanish, which is extremely helpful in preparing students for Regents testing.

4. (Question 4 is NOT APPLICABLE for this school.)

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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
	Coach		1/1/01
	Coach		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)
	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: X312 **School Name:** Millennium Art Academy

Cluster: 4 **Network:** 403

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

Part A: Needs Assessment Findings

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

1. ATS, HSST, parent surveys, and teacher data identify all students /families in need of translation services.
2. The school's written translation and oral interpretation needs are in Spanish. The findings were reported to the school by a parent survey given at the beginning of the school year.

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.

1. Written translation is needed for all newsletters, letters and memos to parents as well as for all 'phone messenger' notifications. All phone-messenger messages must be also done in Spanish as well.
2. The findings are reported to the school by a parent survey given at the beginning of the school year.

Part B: Strategies and Activities

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

1. The written translation services are provided by bilingual school staff.
2. The written translation services are provided by translating documents into Spanish that then mailed to parents.

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.

1. All oral interpretation will be provided by school staff.
2. The school will fulfill the Chancellor's Regulation by posting the Bill of Parents Rights and Responsibilities which includes their right regarding translation and interpretation services.

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

All parents will receive notification of Chancellor's Regulations A-663 via mail and in documents provided to them a new school orientation and school information sessions.