



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY FOR YOUNG WRITERS
DBN (i.e. 01M001): 19K404
Principal: COURTNEY WINKFIELD
Principal Email: CWINKFIELD@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Courtney Winkfield	*Principal or Designee	
Tara Litzenberg	*UFT Chapter Leader or Designee	
Audrey Graves	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Corey Joseph Tashon Pinnock	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Rosenthal	Member/ Teacher	
David Willmore	Member/ Teacher	
Sharain Murria	Member/ Parent	
Renita Thomas	Member/ Parent	
Latonya Huggins	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- We will improve teacher effectiveness by using the Department of Education's Advance Danielson rubric that conveys a shared understanding of excellent teaching with 100% of teachers.

Comprehensive Needs Assessment

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

- We have a clearly articulated instructional vision built around Understanding by Design and Habits of Mind and Danielson's Framework for Teaching.
- We have developed a strong culture of teamwork and collaboration and we have a staff who believes in and is invested in our instructional vision
- There is a need, based on observation data, to support the work of differentiating instruction more skillfully in all classrooms
- We want to create additional structures to support our Special Education, ELL and lower performing populations
- We have a need to support a relatively new and inexperienced staff towards being able to design and implement exciting, exhibition-based instruction and more effectively move our student population forward in terms of achievement
- We have a need to acculturate staff and students to a community culture where we are all accountable to one another for the school we want to have.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School community will self-reflect and set goals using the rubric during PD sessions.
2. Groups focus on one component within each domain to identify what this would look like at each performance level (either in instruction or planning) and align the language to school-specific structural systems.
3. Teachers identify next steps (using the language of the rubric) in each of the two selected components.
4. Leadership team uses rubric to plan for observation cycles.
5. Leadership team uses Advance documents to draft informal observation, mid-year and end-of-year framework documents.
6. Supervisors review and use that information to plan goal-setting conversations and create preliminary critical friends groupings.
7. Supervisors observe teachers 4-6 times per year (either back to back in a composite or stretched out over the semester) and uses low-inference observations and the Advance documents to lead a reflective conversation and identify next steps.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Aps will design PD to scaffold the self-reflection experience for teachers
2. Teachers will reflect and choose focus components.
3. Teachers will use the language of the rubric to select their goals.
4. Leadership team meets twice per week to discuss and plan for observation cycle and accompany documents.
5. See above.
6. Principal and APs will use goals to inform other PD sessions.
7. Principal and Aps will conduct 4-6 observations on each teacher throughout the year.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 100% of teachers will set goals grounded in the Danielson rubric language.
2. See above.
3. See above.

4. Leadership team will observe assigned teachers at least four times per year in either formal or informal observations.
5. 100% of teachers will complete self-reflections by the mid-year.
6. 100% of teachers will be assigned critical friends groups based on common goals.
7. See #4

D. Timeline for implementation and completion including start and end dates

1. Chancellor's Day of the prior school year
2. See above.
3. See #1
4. August 2013
5. August 2013
6. Sept/Oct 2013
7. Beginning Oct. 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Early release on Wednesdays for 90 minute PD sessions
2. See above
3. See #1
4. See #1
5. Leadership cabinet meetings 2X per week to case-conference observations
6. See above
7. See #5
8. See #5
9. Distribution of observation days per administrator
10. Equal distribution of teachers per administrator

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

We will increase credit accumulation for first, second and third-year students who attend school at least 85% of the time or better.

For students who attend school regularly (85% or better) we will increase credit accumulation as follows:

FIRST YEAR: 85%

SECOND YEAR: From 75% to 80%

THIRD YEAR: From 82% to 85%

Comprehensive Needs Assessment

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

- 2012-2013 Percentage of students capturing 10 or more credits

First Year – 83%

Second Year – 75%

Third Year – 82%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use the preliminary progress report data (Sept. 2013) to analyze credit accumulation for general and lowest third populations.
2. Meet with Grade Team Leaders and Department Chairs to share credit accumulation data and brainstorm solutions.
3. Meet with the staff to present overall PR data and share credit accumulation by cohort level.
4. Create a target group of students who are either in the lowest third (9th grade) or did not capture 12 or more credits in 2012-13 (10th/11th)
5. Ask grade teams to generate a unified plan that addresses the following ways the grade team will: Celebrate successes and growth

Track vulnerable students

Intervene and support students well in advance of semester marks

Communicate credit goals to students and families

Use Skedula to track student data (as per grade team plans) on a frequent basis and communicate this information and intervene as necessary.

Be explicit and transparent about hitting at least 10 credits – celebrating accordingly.

Use family conference meetings to stress the importance of credit accumulation – create a cover sheet that communicates students' progress towards this goal.

Target students close to the benchmark (4 in January and 9 in June) for credit recovery to make the goal.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP and teacher leaders will review and analyze preliminary PR data for credit accumulation overall and by subgroup.
2. Leadership team will brainstorm preliminary ideas to address credit accumulation at each grade level.
3. Grade team leaders will present data to their teacher teams along with preliminary ideas for feedback and further development.
4. 9th grade teachers will create their own lowest third subgroup based on round 1 DY0 scores.
5. Grade team leaders will present to admin their gradewide unified plan that addresses the three components.
Advisors will monitor their advisees' course progress on a weekly basis and communicate any concerns to families. Families and students will be trained to use PupilPath so that they can monitor this data at the same time.
Grade team teachers will create opportunities to celebrate progress towards this goal throughout the semester.
During family conferences, Advisors will meet with students and parents to monitor and discuss the student's progress towards the credit goal.
Credit recovery/data specialist will highlight students who are approaching the overall goal and target them for credit recovery after each semester's end.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of Q1 and Q3 (October and March), at least 65 percent of students will meet the benchmark.
2. By the end of semester 1, at least 75 percent of first and third year students and 70 percent of second year students will meet the benchmark.
3. 100% of advisors will be involved in monitoring/tracking and communicating with students, families and colleagues about their advisee's credit accumulation.

4. Lists will be shared with staff via google.docs
5. Plan will be evaluated based on end of semester credit accumulation.

D. Timeline for implementation and completion including start and end dates

1. September 2013
 2. October 2013
 3. October 2013
 4. November 2013
 5. See above
- November 2013
 November – June 2014
 November and April 2014
 February and June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grade team meetings built into teacher schedules 2X per week
2. Early release time every Wednesday so that they staff can meet from 2 – 3:30.
3. Advisory period lasting 40 minutes 4X per week.
4. Skedula online grading/reporting/tracking system.
5. See #1

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).

During our family conferences, parents, students and Advisors will discuss credit accumulation progress in terms of numbers and in terms of specific graduation requirements.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

We will increase student attendance for the 2013-2014 school year from 83% to 87% by June 2014.

Comprehensive Needs Assessment

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

Historical attendance data hovering around 83%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Appointment of an attendance teacher within the school to plan and facilitate weekly attendance team meetings.
2. Hold weekly attendance team meetings with key staff members to leverage both knowledge and student relationships to close persistent attendance cases.
3. Create individualized student attendance plans/trackers to monitor at-risk students.
4. Create check-in pairings between staff and students to monitor at-risk students.
5. Hold AP and Principal meetings with at-risk students.

6. Celebrate effective attendance milestones at each quarter.
B. Key personnel and other resources used to implement each strategy/activity
1. Attendance teacher 2. Attendance teacher, AP, guidance counselors, middle school support liaison, pupil secretary and parent coordinator. 3. Attendance team 4. Attendance team 5. AP and Principal 6. Attendance team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance teacher will be trained and ready to fully perform her duties by Sept 30, 2013 2. 100% of attendance team will meet at least once per week. 3. At least 75% of students with less than 85% attendance will be monitored on a tracking sheet or with a check-in pairing. 4. See above. 5. Principal and AP will meet with attendance at-risk students at least once per month, 6. At least 30-40 students will be recognized at each quarter for significant achievement or growth in attendance.
D. Timeline for implementation and completion including start and end dates
1. September 2013 and ongoing throughout 2013-14. 2. Weekly throughout 2013-2014 3. Ongoing as needed 4. See above. 5. Monthly throughout 2013-2014 6. November, February, April and June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Funding a position partially dedicated to the monitoring and organization of attendance. 2. Schedule will allow all attendance team members to meet for 1.5 hours per week. 3. Students will be equally distributed among team members. 4. See above. 5. As needed during the school day.N 6. Allocating funds for incentives/celebrations.

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).
 Parents will be involved in attendance goal setting where needed and will partner with administrators during in-person meetings in the most serious of cases.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>
Mathematics	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires,</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>

	<p>we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>		
<p>Science</p>	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>

	<p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>		
Social Studies	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Mandated Counseling Students attend mandated group or individual counseling sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor</p> <p>In addition, at risk students are</p>	<p>Group and one-to-one</p>	<p>During the school day</p>

	served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional development will be provided for teachers throughout the year – teachers will participate in drafting and revising the framework documents, teachers will use the framework to set two teaching goals for the 2012-13 school year, teachers will form Critical Friends groups (based on common goals) that meet five to six times throughout the year to explore a common problem of practice using an inquiry approach, teachers will receive ongoing and regular feedback from administrators (both formal and informal) on the progress of their goals. • Teachers will participate in twice monthly inquiry team sessions looking at student work through the lens of evidence-use across disciplines. Departments will participate in specific CCLS performance task training to perform a gap analysis, curriculum revision and task debrief where students will demonstrate their use of evidence through a CCLS-aligned task. •

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Teachers will participate in research-based training in identifying social-emotional lagging skills in students and supporting students and families using goal setting through the Collaborative Problem Solving method. Grade teams will meet weekly to case-conference specific students and carry out action plans for supporting and holding students accountable for their goals. Grade Team Leaders will receive additional training from the Principal, AP and Dean in supporting their teams of teachers. • FSF and NYSTEL funds are used to ensure that students have access to technology, particularly for the use of online learning/credit recovery and original coursework. FSF and NYSTEL are combined to support our students in temp. housing by providing funds for supplies and clothing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Academy for Young Writers uses an extensive DYO (Design Your Own) assessment program. Teachers use their own end-

of-year goals and curriculum (aligned to CCLS) to assess student progress three times throughout the year.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP)

Academy for Young Writers' Parental Involvement Policy

- Parents will be involved in the planning, implementation, evaluation and continuous improvement of programs funded through Title I SWP money in the following ways:
- Collaboration with the School Leadership Team and Parents' Association in terms of options and decisions regarding the use of Title One Money.
- Communication, through monthly newsletters and other material sent out to families, that is pertinent to the planning, implementation and outcomes of programs funded with Title One monies.
- An End of the Year Survey conducted with both students and parents asking them to evaluate the success of programs funded through Title One monies
- Parents and schools will share responsibility for student achievement in the following ways: quarterly family conferences around progress reports, portfolio defenses twice a year. By participating in each of these benchmark events jointly as a school-family partnership, the school and parent are joined in raising student achievement student by student
- An annual meeting will be convened for parents of participating students (which, in our case, because we are a SWP school, is all of our parents, within the first two weeks of school in September. An annual meeting will also be convened in June in order to review and evaluate the content and effectiveness of our parental involvement policy.
- Although Parents' Association Meetings are held monthly at a designated time, a flexible schedule on both the principal's part and on the part of each child's Advisor is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child's Advisor at a time that is mutually convenient to both parent and Advisor. Concerns and issues will be communicated with the principal on an as-needs basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, quarterly progress reports, and quarterly family conferences, Interim Assessment reports generated by a database we use called Salesforce. In addition to this, we have a system of academic alerts that allows teachers to alert a child's academic advisor electronically so that a home contact can be made. We also have the following events to ensure that parents understand curricular goals in each classroom: Curriculum Night and Exhibition Night.
- All concerns regarding the use of Title One Funds should be directed to our Parent Coordinator and will then go through the proper channels to reach the principal of the school and, if necessary, the Network Leader
- The school is committed to providing all written and oral communication in home language

The annual review for the Parental Involvement Policy takes place each September, before the policy is disseminated to students and families.

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

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

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 404
School Name Academy For Young Writers		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Courtney Winkfield	Assistant Principal Angela Pruitt
Coach	Coach
ESL Teacher Michelle Eisenberg	Guidance Counselor Tamara Holzer
Teacher/Subject Area Justianna Birzin/ELA	Parent
Teacher/Subject Area Heather Nordstrom/ELA	Parent Coordinator Raul Lopez
Related Service Provider Malcolm Purnell	Other
Network Leader(Only if working with the LAP team) Alison Sheehan	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	499	Total number of ELLs	9	ELLs as share of total student population (%)	1.80%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
Push-In							1			1		1		3
Total	0	0	0	0	0	0	1	0	0	2	1	2	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ①

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	1	2	3		1	2		1	9
Total	4	1	2	3	0	1	2	0	1	9

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										2			1	3

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	0	0
Integrated Algebra	2	0	1	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	2	0	1	0
Physics	0	0	0	0
Global History and Geography	1	1	0	1
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use the New York State Performance Assessment to learn about our students' literary skills and proficiencies. As a school we have developed a collection of writing and reading assessments that are used to pinpoint skills and knowledge that students have, that students are developing, and that students have yet to develop. While we do not use an official assessment provider, our data is reported on OARS and vetted through in-house processes for reliability and validity.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In reviewing the data a few trends appear. First, of our 9 total ESL students, 5 students have IEPs. These 5 students' vary in their years of ESL service and NYSESLAT levels, but this data signifies that these students need extra supports in their academic classes. In addition to ESL support, these students are in Integrated Co-Teaching classes so that they receive special education services. These students have unique needs that all their teachers need to be aware of as we prepare them for success on the Performance Assessments, the Regents exams, as well as in their general academic classes. Looking at the NYSESLAT modalities, all 9 ESL students performed higher on the Speaking and Listening sections than the Reading and Writing sections. When we break down the latter sections, the data communicates that most students performed lower in Writing. In response to this data, the ESL teacher has outlined strategies to scaffold writing skills to best assist ELLs to their classroom teachers.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The pattern that emerged with our ELLs in each grade, suggests that these students have more developed Basic Interpersonal Communication Skills and yet to be fully developed Cognitive Academic Language Proficiency. In short, we need to use our ELLs listening and speaking skills to develop their reading and writing skills. We plan to incorporate a focus on our ELLs into our school-wide work plan with our partner school support organization that includes the disaggregation of ELL data with teachers so that our DYO prompts, rubrics, and scoring methods align with ELL best practices for assessing reading and writing. Additionally, our ELL teacher will have a role in tracking these students' progress toward graduation, developing individualized academic plans, coordinating these plans with teachers and students, and designing interventions throughout the year to ensure our shared efforts incorporate best practices for ELLs and result in positive student outcomes, including passing the regents exams.

4. For each program, answer the following:
 - a. 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?

a. Students in our Stand-Alone English as a Second Language program are developing language skills and pass regents at the same rate as students in our general education population. Our ELLs consistently choose to take regents exams in English and in a few instances have done very well on the Spanish Regents. Since ELLs do not take tests in their native language, we can infer that students feel more confident in their reading and writing skills in English rather than in their native language. However, one ELL has taken and passed the Spanish Regents, and there may be others who have very developed Spanish reading and writing skills, and those proficiencies could be tapped to accelerate their acquisition of academic English.

b. The school leadership team meets with grade leaders to review periodic assessment data at the close of each assessment window. The data is disaggregated by a variety of sup-groups including ELLs. In the past we have noticed that no clear pattern emerges with our ELLs that is distinct from the general education of our school. That said, we know that literacy heavy exams like US History, Global Studies, and Living Environment are challenging for all of our students, including our ELLs. Our teachers use interim assessment data to differentiate instruction and to refocus their scope and sequence.

c. We are learning that our ELLs, while they may score at the same rate as our general education population, have unique language. Our preference for open ended responses and writing responses on our in-house crafted periodic assessments re-confirms our hypothesis that many of our ELLs have more developed Basic Interpersonal Language Skills and yet to be developed Cognitive Academic Language Proficiency. Moving forward, we are working to create more reliable and valid interim assessments that give teachers and students clear next steps for teaching and learning. Specifically, we will focus on creating more specific rubrics, tighter alignment between rubrics and

prompts, and more robust inter-rater reliability. We are focusing on improving rubrics and prompts so that students are better able to show what they know and so teachers are better equipped to provide feedback that supports student learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?

Our Stand-Alone ESL program is evaluated semi-annually with our ELL teacher, our data, specialist, and our school leadership team. By reviewing regents data, attendance data, NYSESLAT data, and credit accumulation data, the team crafts a program that addresses the unique needs of our English Language Learners.

7. 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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ESL teacher has weekly meetings with the ELA teachers of the ESL students to monitor student progress. In addition, ELL student progress is discussed at grade-team meeting, including both academic and personal success. One of the major indicators of ELL student success is attendance and the correlation with involvement in the school community. Having a platform to experience authentic language production and communication is vital for not only state assessments, but for building life-long English language skills. The first (Fall) Performance Assessments allow for students and teachers to collaboratively establish specific goals for improvement in each subject area. Teachers and students are able to track success at both the mid-year Performance Assessment, and again, at the Spring Performance Assessment.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - 1.) Within 10 days of enrolling in our school the following occurs: Students and parents attend an orientation session. At this event all parents are given a Home Language Survey (HLIS) by our certified ESOL teacher Pamela Casna to identify the child's language proficiency, home language, as well as the primary language of prior schooling. If, based on the results of the HLIS, the child is identified as an English Language Learner, then the LAB-R is administered by our ESOL teacher. Additionally, Pamela Casna our ESOL teacher conducts an informal interview to learn about the student's primary and secondary language proficiencies, cultural background, prior schooling, and living situation. The interview is conducted in the child's primary language. If the ESOL teacher does not speak the child's primary language we schedule an interview with the child, the ESOL teacher and an interpreter. If, based on the HLIS, the child is eligible to take the LAB-R, then the assessment is proctored by our ESOL teacher. The exam is scored in-house and then sent for official marking. In May, each ELL is administered the NYSESLAT exam based on their testing accommodations by the ESOL teacher, Pamela Casna. The test is administered on the dates provided by the state and scored in house and at a separate facility based on state instructions. The school also uses ATS reports in order to determine the annual eligibility of students for both ESL support and NYSESLAT roster. The school ensures all four of the NYSESLAT are administered to eligible students by appointing a team to oversee the testing accommodations/procedures.
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.

Parents of students that are determined to be Limited English Proficient are contacted first by phone by either our ESL Teacher,

Michelle Eisenberg, or our ESL Teacher, Michelle Eisenberg and an interpreter to schedule a English Language Learner orientation facilitated by our ESL Teacher, Michelle Eisenberg. If we are unable to make phone contact we ask the student to bring in his/her parent gaurdian, we mail home an invitation, and we continue to seek a working telephone number of another relative. In this session parents view an orientation video and learn about the models for bilingual education in New York City (e.g., Dual Language, Transitional Bilingual, and Stand Alone English as a Second Language). Our Stand Alone English as a Second Language program is described and parents complete a program survey, knowing they have the right to request a school that offers another program. Parents also receive an 'eligibility letter' to inform them about the child's identification and the child is enrolled in the appropriate program. Each spring, students take the NYSESLAT. Students are prepared through our Freestanding ESL program all year in all of their classes, are given personalized support by our ESL certified teacher, and engaged in trainings the week before the exam to learn about the purpose, format, and goals of the NYSESLAT exam. If parents choose a program that we do not currently offer, we honor this choice and support students and parents in identifying a suitable program by providing a list of schools in their region that provides the dual-language or transitional bilingual program they are seeking. If parents choose a program that later becomes available at the school, the parent coordinator and the ESL Teacher reach out to those parents and inform them of the program and its components. Parent program selections surveys are stored in student cummulative records in order that parents can be contacted in these cases.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

ESL Teacher Michelle Eisenberg, Parent Coordinator Raul Lopez, and Guidance Counselor Tamara Holzer work in collaboration to ensure that Entitlement Letters are distributed and that Parent Surveys and Program Selection Forms are collected. The team works together to track the submission of forms, ensure translations are sent in appropriate languages, and to make calls and to follow up on yet to be submitted forms. Our goal is for parents to be fully informed and to make the best educational choice for their child. Additionally forms are collected, filed, and stored in student cummulative records within ten days of enrollment.

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.

We are committed to supporting all ELLs with a rigorous and supportive Stand Alone English as a Second Language instructional program. Our only criteria, is that our students are aware of this method of acquiring English, that they are aware of other programs, and that they choose our school's instructional program with this knowledge. We hold Family Conferences twice a year and portfolio presentations once a year and make translators present at these events. Additionally, we share results of NYSESLAT data with students and parents as soon as results become available. Our ESL Teacher, Michelle Eisenberg shares the data with staff and students and we set specific language learning goals based on the NYSESLAT results. ELL students who continue to eligibility families are informed of this continuation of services by being sent continued entitlement letters from the school. A copy of these letters are kept in the students CUM record. We translate written correspondences for our many families, of ELLs and former ELLs, and English proficient student's whose families speak other languages at home.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

When the NYSESLAT materials arrive, the boxes are secured in the Principal Courtney Winkfield's office and opened by Principal Courtney Winkfield. On the planned days of administratration, the ESL teacher finds a quiet and secure classroom for students to take the test. Testing conditions are strictly adhered to: untimed and in a quiet, comfortable, and safe location. All testing materials are locked up in a secure location. All testing directions for administrator are followed and the Principal and Assistant Principal, Angela Pruitt, closely monitor testing protocols.

6. 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.) 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.  Based on the data in the program surveys we believe that the instructional program we are offering is aligned with parent requests. We will continue to analyze parent survey data and seek opportunities to further adjust and align our program offerings to meet parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a. Our students are programmed heterogeneously in blocks organized by year-group cohort (e.g. 6th grade, 9th grade, 10th grade, 11th, grade, 12th, grade).
- b. English Language Learners are programmed in the same block within their cohort and our ESOL Certified teacher provides push-in support in English Language Arts. Additionally, students enroll in a stand-alone ESL course. All instruction is delivered through our school model of planned exhibition-based learning which includes units and lessons planned using Understanding by Design. All activities and units emphasize our 'habits of mind' and are organized around clear language, skill, and content learning objectives.
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)?

Currently we offer push-in support in English Language Arts classes as well as a free-standing 'self-contained' ESL class for English Language Learners as the primary method of support and compliance for CR-Part 154.

9th graders and 11th graders (beginner, intermediate and advanced) are serviced for 540 minutes/week: 150 minutes in a free-standing ESL class taught by Michelle Eisenberg (ESOL certified) and 250 minutes in English Language Arts classes co-taught by Michelle Eisenberg and a 9th and 11th grade English Language Arts teachers, Justianna Birzin and Heather Nordstrom. This exceeds the CR-Part 154 mandate of 180 minutes/ week for advanced students, 360 minutes/week for intermediate students, and 540 minutes/week for beginner students. ELLs are programmed in the same cohort so that the ELL teacher can effectively offer push-in support and so teachers can incorporate language acquisition instruction for students with similar language learning needs. 9th grade and 10th grade ELLs take a double period ELA course that meets for 440 minutes/week. 11th and 12th grade English Language Learners are enrolled in an ELA course for 240 minutes/week. These ELA courses prioritize teaching the 'habits of mind' with differentiated reading materials and authentic writing tasks, and to master the ELA New York State Standards. Overall, the goal of our Freestanding ESL program is to foster full English proficiency of ELA, ESL, and NLA New

York State Standards. In order to help students to progress, we utilize the following practices:

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For our one SIFE student, he has the extra support of completing assignments with the ESL and/or Special Education teacher. Secondly, teachers are explicit in giving him the option to complete a writing task in a flexible setting, specifically the quiet space of the ESL student work area.

b-e. For responses b-e, the following instructional plans are use for ELLs of all proficiency levels, modified based on specific student need:

-Collaborative planning between ESOL and subject area teacher, specifically in ELA, for materials and texts used for classroom instruction.

-Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.

-Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. -Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

-Balanced literacy instruction in ELA, ESL, and NLA courses with an emphasis on making active reading strategies (inferring, questioning, making connections, monitoring for meaning, summarizing, predicting) explicit.

7. 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?

Explicit, contextually relevant instruction that targets academic vocabulary and holistic academic skill sets. Scaffolding tools such as graphic organizers are used to assist ELLs in outlining essays and other writing tasks.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are offered the use of supplemental visual, printed materials of class content, access to technology (online resources such as dictionaries and thesauruses), and teachers strictly follow their IEP testing accommodations (extra time, flexibility in setting, etc).

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:				

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

All of our 9 ELL students are receiving targeted interventions. Teachers use periodic assessment data to focus in on skills in which our students need support. Most of our ELLs need support in academic reading and writing, and can build on strong basic interpersonal communication skills. Our range of interventions are all offered in English and Spanish and include:

- ESL Individualized Attention for Essays and Projects during School
- Homework Center, Credit Recovery and Regents Review Courses
- Saturday SAT courses/Saturday Regents' Review Courses
- Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154,
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies,
- Analyze ELLs data, using city assessments, state assessments and our own periodic assessment system, to become well-informed about the performance of each language learner in order to make sound educational decisions,
- Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way,
- Incorporating all language modalities during the lesson, e.g. group discussions, journals,
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive differentiated instruction,
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners,
- Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any at the present time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our staff provide a wide range of after-school activities and clubs in which ELLs have full access to these academically and personal enriching strands of the school community. Some current activities include: Slam Poetry, the GSA, flag football, girls and boys basketball, drama, the Talent Show, the school play, the fashion show, robotics, art club, and many more.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All classes have access to 5 Mac computer carts, a fully-stocked computer lab with brand new Mac desktops, and each classroom has at least 2 desktops available for student use. In the self-contained ESL class, every student has access to a computer. All classrooms are also equipped with fully-functioned SmartBoards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided through personalized attention from the ESL teacher (in Spanish) and from a variety of staff members in the building who are fluent in Spanish. For our 2 native Haitian Creole ELLs, they have "Senior Buddies" who are fluent in Creole, who can assist in clarification of assignments, as well as socioemotional support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All requires support services, including materials and instructional methods, support and correspond appropriately to the ELLs' ages and grade levels. We, as a school, strive for high-interest, culturally relevant approaches and content that best suits our students, their families, and their personal experiences and prior knowledge.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We host an orientation session in which ELLs have an opportunity to meet each other and learn about our Freestanding ESL

Program. Additionally, in the first weeks of school we offer an ongoing orientation curriculum in our 9th and 10th grade advisory course. The focus of this curriculum is to teach students about unified rituals, our Exhibitions, to teach students about the “Habits of Mind” and also to provide students with opportunities for reflection and positive peer relationships.

18. What language electives are offered to ELLs?

Spanish is a required elective in 11th grade.

19. For schools with dual language programs:

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

n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our ESOL certified teacher will be engaging in the all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language.

2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.

3. Our Professional Development Training for all teachers will focus on the following:

- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
- Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas

• Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible

Additionally, the assistant principals, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.

- Regular (1x a month) department meetings dedicated to peer-critiquing unit plans prepared using Understanding By Design unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
- Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
- Quarterly professional development to support the creation and analysis of data from periodic assessments looking at cohort trends and specific subgroup progress.
- Differentiated best practice workshops to enhance differentiated instruction and build capacity in general education teachers to address the language needs of language learners.
- Weekly ‘case conferencing’ meetings in grade teams to identify academic and behavior interventions for individual students.
- Quarterly ‘learning walks’ that empower pedagogical staff to sharpen their lense for instructional practices and teacher moves that foster a differentiated, student-centered classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/gaurdians. All teachers, assistant princiapal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.
 2. At this time the school partners with College Bound. College Bound provides a full-time staff member that works with students on the college search and application process. Additionally, our College Bound counselor provides monthly parent workshops to support parents with the college admissions process, scholarship applications, as well as financial aide, and identifying post-secondary careers and options. Our school also has a Community Night for families in the beginning of the school year. All families of students are invited to this evening event where there are informational workshops, time to meet advisors and staff members, and a potluck dinner. Translation services are available at this event.
 3. We evaluate the needs of parents by sending out surveys modeled after the New York City School Progress Report. Additinionally our parent coordinator hosts regular events that address unique needs that parents express. Our parent coordinator and assistant principal jointly publish a monthly newsletter to all parents summarizing upcoming school events, parent meetings, school leadership team meetings, as well as parent workshops lead by our College Bound counselor.
 4. Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college.

E. 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 response to question 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
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K404** School Name: **Academy For Young Writers**

Cluster: **01** Network: **404**

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.

Language survey, orientation meetings for parents and students, blue cards, ATS and advisory outreach for all parents all provided information on the language requirements for our students and families. This information was passed onto the parent coordinator.

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.

Once the information was gathered, staff was informed in a general meeting of the translation services available.

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.

Written translation services are provided by the Parent Coordinator. All information sent to the parents regarding school activities and academic updates are simultaneously sent home in both Spanish and English.

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

Oral interpretation services are provided by the parent coordinator, two school aids, and three teachers who are fluent in Spanish. This service is provided for planned and unplanned parent meetings around all school related concerns. The Academy of Young Writers provides interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language.

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>.

Parents are notified of translation services when they enter the main office of the school. This is in writing and posted on the wall by the entrance of a school in each of the appropriate covered languages indicating the availability of language services.