



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE COLLEGE ACADEMY
DBN (i.e. 01M001): 06M462
Principal: MR. PETER SLOMAN
Principal Email: PSLOMAN@SCHOOLS.NYC.GOV
Superintendent: MR. ANTHONY LODICO
Network Leader: MS. NANCY SCALA

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 |
|-------------------------------|--|-----------|
| Peter Sloman | *Principal or Designee | |
| Douglas George | *UFT Chapter Leader or Designee | |
| Arelis Suarez | *PA/PTA President or Designated Co-President | |
| Renzo Aliaga | DC 37 Representative, if applicable | |
| Maria Vargas Yesenia Mella | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Felicia Bray | Member/ CSA Representative | |
| Lucia Rojas | Member/ UFT Representative | |
| Jennie Christian | Member/ Parent Member | |
| Maria Brito | Member/ Parent Member | |
| Dimas Brito | Member/ Parent Member | |
| Mayra Diaz | Member/ Parent Member | |
| | 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.

To develop a school wide set of beliefs that drives pedagogy and is the foundation of a strong instructional program which is academically rigorous, engaging, reflects student needs and enriches student achievement whereby Regents scores and credit accumulation increases by 3%.

Comprehensive Needs Assessment

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

According to the 2012-2013 Progress Report, while we exceeded our peer horizon's mean scores in all areas except ELA, the College Academy was below city average in weighted regents passing rates, particularly in Global Studies. Scholarship reports yield modest pass rates in Global History as well.

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. Continue the improvement of teacher planning and executing high quality, student centered, rigorous, differentiated, Common Core aligned lessons that are reflective of a coherent set of beliefs on the way each individual student learns best.
2. Design, review, and revise an engaging, rigorous, coherent curriculum for all disciplines, for a variety of learners, which is aligned to the Common Core and NY State Standards.
3. Offer professional development for teachers to improve teacher practice in the areas of: designing coherent instruction; strategic differentiation and the use of entry points into a lesson; the creation and use of formative assessment; effective questioning techniques; accountable talk; student centered instruction and project-based learning.
4. Teachers will participate in inter-visitations, learning walks, peer lesson modeling, and academic assessments to share and enhance pedagogy.
5. Common planning teams will meet four times a week to discuss student progress, varied instructional strategies, share lesson plans, evaluate data, review and revise curricula based on the analysis of student work.
6. Implement interim assessments to enhance and vary instructional practice based on student achievement and needs.

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

1. Children First Network 107 supports professional development for and data driven instruction and gap analysis of student assessments.
2. AP Supervisions and department Instructional Leads coordinate common planning meetings to develop school wide best practices, curricula, and data based planning for student achievement by subject area.
3. Monthly faculty meetings to review school wide data and share departments' best practices and goals.

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

1. Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement.
2. Teachers' improved practice will be evaluated through ongoing Danielson aligned observations and feedback from administrators, self and peer reflections during common planning consultancies, and improvement in scholarship reports.

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

1. September 2013-June 2014

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

1. We have programed the school so that all students have lunch the same period to allow teachers to meet for common planning, professional development and grade team meetings as needed. We designated instructional leads, use Network and city support for professional development sessions; we send teachers and administrators to professional development off campus, as well as administrative development in Danielson observations and constructive feedback.
2. The data specialist assists departments in using data from interim assessments to plan lessons to target students' needs. Teachers utilize Datacation services such as Skedula and Data Driven Classroom to align exams to Common Core standards and to assess which standards require more targeted interventions.

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).

1. 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.
2. Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
3. Provide assistance to parents in understanding City, State and Federal standards and assessments.
4. Our Parent Liaison will conduct parent meetings and AP Supervisions will hold professional developments based on student progress, student performance and graduation requirements.
5. Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
6. Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.
7. Continue to have monthly bilingual meetings that cater to our English Language Learners (ELL) population, so that they can remain abreast to curriculum design and improvement.
8. Hold ceremonies for students that are academically successful and invite parents to share and acknowledge student achievement.

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 | x | Title III | Set Aside | x | Grants |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|

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.

By June 2014, AIS students', English Language Learners, and Students With Disabilities academic success rate as measured by credit accumulation and Regents passing rate will improve by 3%. This will be measured by end of the semester Regent's results and end of the year transcript credit accumulation results.

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.

According to the 2012-2013 Progress Report, 55.6% of our ELL population and 12.6% of our SWD met the success criteria for closing the achievement gap metrics. Additionally, the Regents exam passing rate is below the city standards in all exams. Furthermore, the 2010-2011 NYS Report Card shows that we have not met Annual Yearly Progress in English Language Arts for our Limited English Proficient student subgroup.

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.

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

1. Assess needs of students at the start of the school year and throughout the year using baseline and interim assessments.
2. Implementation of weekly Regents prep classes, Achieve Now classes and J-Term classes (which are held during Regents week for students to complete work from their classes in order to capture the semester's credits) for credit accumulation and keeping students on track for graduation.
3. Align Support Services to monitor cohort expectations and achievement: The implementation of weekly Pupil Personal Team (PPT) and bimonthly SIT meetings and review of student services will help monitor students that are not accomplishing "set goals" to increase passing rate and or continue to encourage students who are on task.
4. Elective courses tailored to supplement core curriculum courses in all core subjects: English, math, history and science.
5. Newcomers Program, SIFE program, and increases in resource room and ICT classes focus on credit accumulation and Regents preparation using strategies specific for ELLs and SWDs.

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

1. Guidance counselors and attendance teachers provide monitoring and mentoring to students.

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| 2. Data specialist has identified lowest third and administrators have made teachers aware of this target population for academic interventions. |
| 3. Teachers receive PD both on and off campus specific to teaching and implementing Common Core for ELL and SWD. Other PD includes a focus on improving ICT, literacy strategies in ELL classrooms, intervention strategies for struggling students, and analysis of assessment data to improve targeted instruction. |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Students, with a focus on the AIS, ELL, and SWD populations, will be evaluated throughout the year starting with a baseline assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement. |
| 4. Timeline for implementation and completion including start and end dates |
| 1. September 2013-June 2014 |
| 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. In addition to the daily instruction provided during the regular school day, we have implemented academic enrichment courses. Services include core classes that support English, math, social studies, and the science curriculum. After school and Saturday credit recovery courses that support credit accumulation, guidance counselor mentoring and, attendance monitoring to ensure student participation. |
| 2. Monthly Town Hall meetings that include information about credit accumulation and regents expectations. |
| 3. Ongoing recognition ceremonies that promote awareness throughout the school community and acknowledges student progress. |
| 4. Classroom presentations and exhibitions that showcase student learning and highlight differentiation. |
| 5. Teacher mentoring and professional development geared towards ELL and SWDs to promote progress and academic success. |

Strategies to Increase Parental Involvement

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| 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). |
| 1. 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. |
| 2. Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. |
| 3. Provide assistance to parents in understanding City, State and Federal standards and assessments. |
| 4. Parent surveys relative to increasing participations and building community support. |
| 5. Continue to have monthly bilingual parent meetings. |
| 6. Translate all critical school documents and provide interpretation during meetings and events as needed |
| 7. Conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed. |
| 8. Implement a curriculum aligned to the Common Core and NY State Learning Standards; offer high quality instruction in all content areas; provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act. |
| 9. Hold ceremonies for students that are academically successful. |

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 | x | Title III | | Set Aside | • x | Grants |
| 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

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| Develop teachers to effectively use data collection and data analysis to advance student achievement by identifying individual student learning needs and group patterns in order to provide targeted instruction and the appropriate strategies to increase regents passing rates and credit accumulation by 3%. |

Comprehensive Needs Assessment

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

According to the 2012-2013 Progress Report, our credit accumulation for each grade level is slightly below the required city standards. The Regents exam passing rate is below city standards in all exams. The 2010-2011 NYS Report Card shows that we have not met Annual Yearly Progress in English Language Arts for our Limited English Proficient student subgroup.

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.

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

1. Professional development on how to collect, analyze and implement student data to drive instruction. Common planning to align instructional strategies with data to increase student achievement.
2. Common planning teams that will focus on sub-groups utilizing the inquiry approach –SIFE, Bottom third, ELLs, and Over Aged/Under Credited students.
3. Data and intervention log shares through Skedula.
4. Create data streams utilizing baseline, benchmark and summative assessments in all core classes.
5. Create and sharing common core units, analyzing assessments from these units and doing gap analysis in order to drive future instruction.
6. Create individual student Intervention logs the middle of each marking period.
7. Bi-monthly grade team meetings to discuss the bottom third and instructional intervention strategies.
8. Data specialist professional development meetings, throughout the year that reflects data analysis and the implementation of the common core state standards.

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

1. Children First Network 107 supports professional development for data analysis and data driven instruction.
2. Coordinate weekly administrative instructional meetings to develop data based planning for student achievement by subject area.
3. Monthly faculty meetings to review school wide data and share department goals.
4. Data specialist uses STARS Custom Report Access for training.
5. Datacation/Skedula training and professional development.

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

1. Students will be evaluated throughout the year starting with a baseline assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement.
2. Teachers' improved practice will be evaluated through ongoing Danielson aligned observations and feedback from administrators, self and peer reflections during common planning consultancies, and improvement in scholarship reports.

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

1. September 2013-June 2014

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

1. We have programed the school so that all students have lunch the same period to allow teachers to meet for common planning, professional development and grade team meetings as needed. We designated instructional leads, use Network and city support for professional development sessions; we send teachers and administrators to professional development off campus, as well as administrative development in Danielson observations and constructive feedback.
2. The data specialist assists departments in using data from interim assessments to plan lessons to target students' needs. Teachers utilize Datacation services such as Skedula and Data Driven Classroom to align exams to Common Core standards and to assess which standards require more targeted interventions.

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).

1. 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.
2. Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
3. Provide assistance to parents in understanding City, State and Federal standards and assessments.
4. Parent surveys relative to increasing participations and building community support.

5. Continue to have monthly bilingual parent meetings.
6. Translate all critical school documents and provide interpretation during meetings and events as needed.
7. Conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed.
8. Implement a curriculum aligned to the Common Core and NY 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.
9. Hold ceremonies for students that are academically successful.
10. Use Google mail and docs to allow parent/student/teacher contact.

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 | x | Title III | | Set Aside | x | 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.

Improve students' socio-emotional growth through guidance, school based support team, extra-curricular activities, and school-wide support activities in order to increase attendance, credit accumulation, graduation rates, and college and career readiness. Growth measurements include improved attendance rates and graduation rates, decrease in dean referrals, and student and parent surveys.

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.

According to the 2012-2013 Progress Report, our credit accumulation for each grade level, as well as our graduation rate is below the required city standards. The 2010-2011 NYS Report Card shows that the graduation rate is slightly below the state standard.

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.

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

1. Professional development on how to collect, analyze and implement student data to create curriculum, program students, and drive instruction.
2. Create protocol for guidance and administrators in altering schedules and assigning classes based on data, academic needs, size of class, the benefit of the academic environment created by the pedagogue, and intervention services within the class.
3. Attendance team weekly meetings to review attendance issues and implement strategies to improve attendance in school and classes.
4. Common planning teams that will focus on sub-groups utilizing the inquiry approach, SIFE, Bottom third, ELLs, and Over Aged/Under Credited students to determine appropriate class placements and interventions.
5. Align Support Services to monitor cohort expectations and achievement: The implementation of weekly Pupil Personal Team (PPT) meetings and review of student services will help monitor students that are not accomplishing "set goals" to increase passing rate and or continue to encourage students who are on task.
6. Elective courses tailored to supplement core curriculum courses in all core subjects: English, math, history and science.
7. Create intervention programs, such as J-Term and Achieve Now, for credit accumulation and keeping students on track for graduation.
8. Creation of school spirit days, incentives, contests, trips, and increased CBO activities.

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

1. Weekly guidance meetings monitoring at-risk student progress.
2. Monthly PPT meetings to determine the proper Academic Intervention Services for extreme at-risk students not yet identified as needing Special Education Services.
3. Guidance counselors monitor each student on their caseload through transcript review, one-on-one student meetings, parent meetings, town hall meetings, classroom visits, department meetings during common planning, and grade level meeting.
4. Professional development of guidance and administrators.

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

1. Students will be evaluated throughout the year starting with a baselines assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase student achievement.
2. Evaluate number of dean referrals and the effectiveness of guidance counselor interventions for SIFE, Bottom third, ELLs, and Over Aged/Under Credited students by analyzing report card for those targeted groups.

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

1. September 2013-June 2014

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

1. The guidance and attendance teams meet on a weekly basis to discuss student progress.
2. During selected students' elective and gym classes they meet with guidance counselors to discuss academic as well as socio-emotional issues.
3. Monthly town Hall Meeting s to keep students up to date on their progress towards graduation.

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).

1. 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.
2. Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
3. Provide assistance to parents in understanding City, State and Federal standards and assessments
4. Parent surveys relative to increasing participations and building community support
5. Continue to have monthly bilingual parent meetings
6. Translate all critical school documents and provide interpretation during meetings and events as needed
7. Conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed
8. Implement a curriculum aligned to the Common Core and NY 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.
9. Hold ceremonies for students that are academically successful.

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 | x | Title III | Set Aside | x | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|---|--------|

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.

To promote career and college readiness through academic, guidance and community programs to ease the transition into post-secondary success, as evidenced by a 2% increase in Advanced Placement class participation, and a 3% increase in students achieving 80+ on the Algebra regents and 75+ on the English Regents, as well as increased college enrollment for seniors.

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.

According to the 2012-2013 Progress Report, our college and career readiness score is below the required city standards. These are measurements of how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution.

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.

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

1. Conduct Town hall meetings where students in all grades received information about college requirements, SAT's/ACT's, and college Regents score requirements to avoid having to take remedial courses in Math and English.
2. Invite prior graduates to mentor students and showcase their success.
3. Hold multiple campus college fairs and promote college fairs throughout the year.
4. Conduct college visits for students in all grades.
5. Hold career days and alternative career pathways workshops.
6. Invite multiple guest speakers to speak to students and parents regarding post-secondary education and career opportunities, financial aid, and transitional opportunities for students with IEP's.
7. Have college level math and science classes; AP classes in English, US History; and Biology. Students also participate in AP classes in schools throughout the George Washington Campus. Work to increase student awareness of the benefits of AP classes.
8. Students attend the College Now Program at CUNY.
9. Partnership with the Harlem Children's Program to assist students with the college application process and encourage students to attend the SAT program which they offer.
10. Participation with the POSSE Foundation whereby selected students will receive a four year scholarship to college as well as a mentor for their college years.
11. Conduct career building workshops with students which include resume writing and enhancing interview skills.
12. Partnership with Columbia Universities' Double Discovery program.
13. Partnership with Big Brothers/Big Sisters.
14. Partnership with the OELL College Bound Program.
15. Transition program partnered with ACCES-VR for students with IEP's for post-secondary career opportunities.
16. CBO, The Future Project offers guidance, internships, and socio-emotional support for students in attaining their future goals.
17. AP Expansion offers support to AP teachers in science to increase the number of students participating in AP courses and being successful in them.

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

1. Maintain a dedicated college advisor who supervises the college application process for each student from start to finish. The process begins with the 9th graders and continues into the recruitment of graduates for the alumni association and the mentoring programming.
2. The college advisor coordinates with the guidance department and the APO on all workshops, guest speakers, college fairs, career days, campus visits, scholarship information, SAT Programs, and partnerships with outside agencies and programs.
3. Advanced Placement teachers receive professional development and supplies through a partnership with APEx and NMSI.

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

1. Students will be evaluated throughout the year starting with a baseline assessment in September followed by benchmark assessments at 2-3 week intervals and summative assessments at 5-7 week intervals. These assessments will be created based on statewide assessment such as Regents and Common Core Regents exams. Through data analysis of assessments we are able to create directed lesson planning that will increase college and career readiness.

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

1. September 2013-June 2014

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

1. College fairs, college trips, CBO supports are built into the academic year for all grades.
2. The Future Project has a class 5th period and after school.
3. A CUNY representative is available during the week for Senior to assist with the college application process in the College Office.
4. The transition Coordinator works with students with IEPs to get them into the ACCESS program for career readiness.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

1. Provide materials and training to assist parents in understanding the college application process, including financial aid and scholarships.
2. Foster a caring and effective home/school partnership to ensure that parents can effectively support and monitor their child's transition from high school to college or career.
3. Provide parents with the information and training needed to make informed decisions concerning their children's future.

4. Invite parents to various workshops, lectures with guest speakers about college and financial aid, college campus visits and college fairs.

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 | x | Title III | | Set Aside | x | Grants |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

| |
|--|
| |
|--|

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 | <ul style="list-style-type: none"> • Achieve 3000 – Used to strengthen students with below grade level reading skills. • We offer specialized elective classes tailored to increase student skills that is built in every AIS student’s program Monday through Friday. The English Composition Elective was created to focus on students with weak writing skills. • Newcomers Institute and Intensive ESL tutoring for students with low English and Spanish literacy skills. • Targeted teaching for students determined to be weak in English skills. • Achieve Now program over age and under credited students. • An English teacher pushes into ESL classes daily to assist in improving literacy. | <ul style="list-style-type: none"> • Achieve 3000 is a one-to one service and is personalized for each student. • The AIS elective classes are small and the students are determined through data analysis and teacher referral. • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20. | <ul style="list-style-type: none"> • Achieve 3000 and Targeted teaching is provided during and after school and on Saturday. • Newcomers Institute and Intensive ESL tutoring is offered after school and on Saturday. • The Achieve Now program is held during and after school. |
| Mathematics | <ul style="list-style-type: none"> • Targeted teaching for students determined to be weak in Math skills. • Newcomers Institute provides Math skill building for ELL students. • Targeted program of students with low Math skills to increase Algebra course from two semesters to four semesters. • Achieve Now program over age and under credited students. | <ul style="list-style-type: none"> • The AIS elective classes are small and the students are determined through data analysis and teacher referral. • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20. | <ul style="list-style-type: none"> • Targeted teaching is provided during and after school and on Saturday. • Newcomers Institute is offered after school and Saturdays. • The Achieve Now program is held during and after school. |
| Science | <ul style="list-style-type: none"> • Targeted teaching for students determined to be weak in Science skills. • Inclusion of a literacy unit in all Science Curriculum. | <ul style="list-style-type: none"> • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20. | <ul style="list-style-type: none"> • Targeted teaching is provided during and after school and on Saturday. • The Achieve Now program is held during and after school. |

| | | | |
|---|--|--|---|
| | <ul style="list-style-type: none"> • Achieve Now program over age and under credited students. • AP Expansion offers support to AP teachers in science to increase the number of students participating in AP courses and being successful in them. | | |
| Social Studies | <ul style="list-style-type: none"> • We offer specialized elective classes tailored to increase student skills that is built in every AIS student's program Monday through Friday. The Historical Writing Elective was created to focus on students with weak writing skills. • Newcomers Institute and Intensive ESL tutoring for students with low English and Spanish literacy skills in writing and reading comprehension. The students increase literacy in both languages through history. • Targeted teaching for students determined to be weak in literacy skills. • Achieve Now program over age and under credited students. | <ul style="list-style-type: none"> • The AIS elective classes are small and the students are determined through data analysis and teacher referral. • Targeted teaching of small groups – no more than 20. • Achieve Now classes are capped at 20 | <ul style="list-style-type: none"> • Targeted teaching is provided during and after school and on Saturday. • Newcomers Institute and Intensive ESL tutoring is offered after school and on Saturday. • The Achieve Now program is held during and after school. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • Students are provided with continuous counseling with our guidance counselors and the social worker. • The Assistant Principals and Dean of students also provide support and track reports with I-logs on ATS. • Weekly guidance meetings and counselors discuss intervention services and valuable tactics to develop student's social and emotional needs. They will schedule outreach activities with parents and students to ensure success in their academic studies. Guidance counselors will meet on a weekly basis with their students' teachers and discuss student progress and strategies to help achieve success in the classroom. • For students with serious emotional | <ul style="list-style-type: none"> • Counseling and one-on-one therapy and group therapy. • Advisory classes are capped at 20. | <ul style="list-style-type: none"> • Services are provided during the school day. • Advisory is provided during the school day. |

| | | | |
|--|--|--|--|
| | <p>or physical issues, they are referred to the on-site clinical supports provided by New York Presbyterian Hospital.</p> <ul style="list-style-type: none">• An English teacher pushes into ESL classes daily to assist in improving literacy.• Achieve Now program has advisory classes with guidance and the APO | | |
|--|--|--|--|

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 6. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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. |
| <ol style="list-style-type: none"> 1. Attend teacher recruitment fairs and hire educators that are highly qualified to teach core subjects or who have dual certification 2. Support current teachers by assisting them in becoming highly qualified according to the BEDS data 3. With the use of Title 1 funding, monetarily support teachers who lack the required courses or exams to become highly qualified |

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). |
| <ol style="list-style-type: none"> 1. We have programed the school so that all students have lunch the same period to allow teachers to meet for common planning, professional development and grade team meetings as needed. We designated instructional leads, use Network and city support for professional development sessions; we send teachers and administrators to professional development off campus, as well as administrative development in Danielson observations and constructive feedback. 2. The data specialist assists departments in using data from interim assessments to plan lessons to target students' needs. Teachers utilize Datacation services such as Skedula and Data Driven Classroom to align exams to Common Core standards and to assess which standards require more targeted interventions. 3. Network and city PDs are offered on campus for both teachers and administrators such as Special Education School Improvement Services, Office of Teacher Effectiveness, and Datacation. 4. Administrators receive PDs off campus on leadership, Effective teacher practice, Office of OELL services, Testing coordination, Common Core implementation, etc. |

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Students in temporary housing are placed in our academic after school programs. Provisions are made so that they can also receive the necessary school supplies and basic emergency supplies that will support and encourage good attendance and academic success |

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. |
| Administrators have provided PD on how to create and analyze meaningful assessment that drive teacher lesson planning and classroom instruction. Teachers are required to have baseline and final assessments but the number and type of interim assessments is decided by teachers based on skills requirements. Teachers are required to produce data streams for students indicating student progress, areas for student growth, and teacher interventions to address those areas. Teachers get to decide the best methods for their data stream report such as using individual binders, Data Driven Classroom, or other spreadsheets. The ESL department uses Acuity and NYSESLAT data as to class placement and curriculum creation. |

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)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 00 | Borough Manhattan | School Number 462 |
| School Name The College Academy | | |

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 Peter Sloman | Assistant Principal Jennie Gazetas |
| Coach | Coach |
| ESL Teacher A. Velez | Guidance Counselor L. Rojas |
| Teacher/Subject Area J.Medina/SS | Parent Arelia Suarez |
| Teacher/Subject Area R.Arroyo/Science | Parent Coordinator Oliver Trejo |
| Related Service Provider C. Garcia | Other type here |
| Network Leader(Only if working with the LAP team) | Other type here |

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. | 3 | 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 | 8 | Number of certified NLA/foreign language teachers | 2 | 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 | 3 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 543 | Total number of ELLs | 276 | ELLs as share of total student population (%) | 50.83% |
|--|------------|----------------------|------------|---|---------------|

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 checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): SPANISH |
| 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 | | | | | | | | | | | | | | To |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | 15 | 15 | 12 | 9 | 51 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 | 12 | 9 | 51 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 276 | Newcomers (ELLs receiving service 0-3 years) | 132 | ELL Students with Disabilities | 48 |
| SIFE | 84 | ELLs receiving service 4-6 years | 88 | Long-Term (completed 6+ years) | 56 |

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. [?](#)

| 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 | 115 | 37 | 11 | 63 | 27 | 18 | 37 | 5 | 14 | 215 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 17 | 3 | 0 | 25 | 9 | 0 | 19 | 3 | 5 | 61 |
| Total | 132 | 40 | 11 | 88 | 36 | 18 | 56 | 8 | 19 | 276 |
| 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 SPANISH | | | | | | | | | | 42 | 61 | 52 | 57 | 212 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 61 | 52 | 57 | 212 |

*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 | | | | | | | | | | 18 | 12 | 6 | 19 | 55 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | 1 | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 1 | 1 | 1 | 1 | 4 |
| Haitian | | | | | | | | | | 1 | | 1 | 1 | 3 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | 1 | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 13 | 9 | 22 | 64 |

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) | | | | | | | | | | 29 | 24 | 17 | 14 | 84 |

| 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) | | | | | | | | | | 19 | 21 | 16 | 42 | 98 |
| Advanced (A) | | | | | | | | | | 14 | 9 | 17 | 16 | 56 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 54 | 50 | 72 | 238 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | 4 | 7 | 3 | 7 |
| | I | | | | | | | | | | 12 | 23 | 18 | 27 |
| | A | | | | | | | | | | 22 | 15 | 14 | 18 |
| | P | | | | | | | | | | 15 | 9 | 15 | 20 |
| READING/ WRITING | B | | | | | | | | | | 20 | 24 | 17 | 11 |
| | I | | | | | | | | | | 18 | 21 | 15 | 40 |
| | A | | | | | | | | | | 15 | 9 | 18 | 21 |
| | 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 | 85 | | 24 | |
| Integrated Algebra | 51 | 113 | 20 | 34 |
| Geometry | 17 | | 0 | |
| Algebra 2/Trigonometry | 4 | | 0 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | 7 | | 0 | |
| Earth Science | 10 | 29 | 3 | 1 |
| Living Environment | 116 | 85 | | 54 |
| Physics | | | | |
| Global History and Geography | 26 | 66 | 3 | 19 |
| US History and Government | 30 | 54 | 16 | 13 |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 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) | 45 | 30 | 30 | 22 | | | | |
| 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 Achieve 3000 and Acuity data to assess our ELL population's literacy skills. The Achieve results have confirmed that ELL literacy skills are higher in their native language. The data from Achieve and the acuity revealed the areas of weakness the students have in literacy and the data drives instruction, curriculum and programming.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are more 12th grade intermediates than any other group and more intermediates overall. The number of beginners is higher in the 9th and 10th grade and lowest in the 12th grade.
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 patterns that we have noticed over the past two years is that the students score lower in Reading and Writing than in Listening and Speaking. As a result we have created an ESL reading/writing class for each level. Furthermore, we have incorporated more literacy instruction throughout all ESL and bilingual core classes. The AMAO tool is used to determine the progress of ELLs as to credit accumulation; NYSESLAT scores; and Regents exam scores. AN ELA teacher pushes into the 11th and 12th grade intermediate classes once a day to assist in writing development. Unfortunately the updated version (2013) of the AMAO tool is not working.
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. The only exam the ELLs take in English is the ELA regents. This past year only 24% of the ELLs who took the ELA regents passed. The ELLs do much better in exams given to them in their native language. For example, in Living Environment 46 % of the ELLs passed the exam and 73% of those that passed took the exam in their native language.
 - b. We have not received the results of the ELL Periodic Assessment as yet.
 - c. The data from the periodic assessments have revealed to us that the ELLs are weak in reading comprehension and writing. The results of the periodic assessments mimic the NYSESLAT results and these areas are focused on in class and through the various intervention services for the ELLs.
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?
All students in the TBE program are giving NLA one period a day. The NLA teachers are part of the Common Planning with the ESL and ELA teachers and they work together on curriculum development, lesson planning and grade team meetings.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the ELLs by the following factors - credit accumulation; NYSESLAT scores; passing Regents exams, especially the ELA exam; PSAT and SAT scores, graduation rate and College success. Our ELL program was completely overhauled three years ago by replacing teachers and implementing various methodologies to better move the ELLs. The NYSESLAT data shows that our efforts are resulting in improvements as is the credit accumulation data. We are creating more targeted intervention for students in preparing them to pass the Regents.

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](#).)
ELLs are identified when they initially enter the New York City Public School system through the Home Language Identification Survey. The new students and family initially meet with the Parent Coordinator, Oliver Trejo who logs in the student and conducts an informal interview with the parent and students whereby he reviews the intake paperwork, gathers information about the student's educational history and determine if the student is an ELL and new to the NYC school system. If the student is an ELL they are interviewed by the Principal, Mr.Sloman and/or Ms.Gazetas, AP. That interview is more in-depth where transcripts are reviewed, educational programs and goals are discussed. If the student has already been in the NYC school system, ARIS and school documentation is reviewed to determine students appropriate ESL level. If the student is new to the NYC school system the HLIS is given by a licensed pedagogue to determine the students home language and primary language. If the HLIS indicates that the student uses a language other than English, she or he is administered the LAB-R within 10 days . If the LAB-R results show that the student is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB-R to determine language dominance. The parents are shown a video by the parent coordinator which explains the different programs available in the school for their student. The parent discuss these programs with either Ms.Gazetas, the AP or an ESL teacher to determine which program best suits the needs of the student. The parents then fill out the program selection form. A trained pedagogue and administrator is responsible for conducting screening, administering the HLIS, the LAB-R and the formal initial assessment.
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.
An orientation is held for the parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available in the school. In orientations, parent/guardians view an informational video, receive materials about ELL programs in the home language, and are given the opportunity to inquire and discuss the ELL services available to their child (with assistance from a translator, whenever necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. The information session occurs within the first few days of admission into the school. The LAB-R testing occurs no less than 10 days after admission to the school. The student is placed into a TBE and ESL program as per their Lab-R results and parental choice.
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](#)].)
The parent fills out all the forms at the time of the informational session and interview. The parent coordinator and the pedagogue or AP assists the parent in filling out the forms and follows-up when necessary. The HLIS and the Program Selection forms are stored in the CUM of each student. An intake log is maintained by the Parent Coordinator for every new student. Entitlement letter records are emailed out to the parents and a copy is placed in each student's CUM file.
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.
To determine the appropriate placement of an ELL, the students testing data, including NYSESLAT, Acuity testing and parental choice is reviewed. Teacher assessment and recommendations are also considered. Guidance counselors, administration and ESL teachers consult with the parents and present their placement recommendations for the student. Both placement letter records and continued entitlement letters are logged and maintained in each student's CUM file.
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.
The AP of ESL runs the ATS report- RLER - to determine NYSESLAT eligibility. The list is reviewed by the AP and the ESL teachers and given to the testing coordinator 1. to create a testing schedule. Parents will be informed of the testing days by mail in their Native Language. The ESL and the English teachers are trained to administered the Speaking portion of the exam and they are assigned a group of students to check. Upon the completion of the Speaking portion, the other sections of the NYSESLAT are

scheduled during ESL classes and are administered by the ESL teachers. Special attention is paid to attendance and if a student misses a section they are scheduled to retest the following day. Upon receipt of the NYSESLAT results, the child is programmed in the appropriate ESL class. If a child transitions to all-English monolingual classes after becoming proficient in English, he or she can receive bilingual or ESL support, as needed.

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. ①
- After reviewing the Parent's Survey and Program Selection forms, the trend in parents' first program choice has been Bilingual Education- 99%. Most parents want their child to be in the Bilingual Program so they will continue receiving content knowledge in their native language while acquiring proficiency in the English Language. Yes, the parents want either Bilingual Program or a freestanding ESL program. There has never been a request for a Dual Language Program.

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. The ESL classes are pullout and self-contained. The Bilingual classes are also self-contained.
 - b. ELL classes are departmentalized and push-in for the self-contained class. The ESL classes are homogenous, the proficiency level is the same in one class based on NYSESLAT and LAB-R results. The students are ungraded, however, when possible, the 9th and 10th grade and the 11th and 12th grade are programmed in separate classes. The self-contained ESL class is heterogenous (mixed levels) with an ESL and SPED teacher collaborating. The Bilingual Program content area classes are heterogenous and depend on programming is dependent on a students grade level and class requirement.
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)?

The ESL classes are programmed according to the NYS CR part 154 for instructional minutes. That is why it is necessary to program the ESL classes homogenously. Administrators, guidance counselors, and a team of teachers come together with the additional support of our Children First Network ELL support coach to create schedules that ensure the mandated number of instructional minutes is provided according to three proficiency levels (beginning, intermediate, and advance) in the TBE and ESL program models. During a 320 school day, all ELL students receive 45 minutes of NLA per day. Beginning ELLs receive 540 minutes (12 periods) of ESL per week and 45 minutes of NLA per day. Intermediate ELLs received 360 minutes of ESL per week and 45 minutes of NLA per day. Advanced ELLs received 180 minutes of ESL per week (4 periods per week) and English Language Arts (4 periods per week) and 45 minutes NLA per day.

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.

The Bilingual program delivers content are instruction in Spanish and English. Since there is heterogenous mix of students in the classes, the percentage of native language delivery is never greater than 50%. The Bilingual classes teach studentd English language as well as Native language proficiency through content with teachers adapting their instruction to ensure student comprehension. Teachers use content lessons to convey vocabulary and language structure in both languages. The subect area teachers include a variety of practices to support students such as the use of graphic organizers, brain storming, literacy circles, interactive bulletin boards, vocabulary building, dual language text books, visual, dual language presentations and translations. In the Freestanding ESL program students are taught their core subjects in English and receive ESL instruction. In collaboration with the NLA and ELA teachers, the ESL teachers chose CCLS they were going to focus on for the year which include: citing specific evidnece to support analysis of texts; writing argumentative essays to support claims; writing informatonal essays.

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

ELLs are appropriately evaluated in their Native Language through oral and written assessments by NLA or bilingual content teacher, through the LAB-R testing and evaluating their Lexile reading scores in Spanish through Achieve 3000. The NLA teachers give a baseline assessment in reading comprehension and writing and conduct interim assessments and maintain a data stream.

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

The ESL teachers provide Acuity, Achieve 3000 and teacher created assessments to evaluate all four modalities. The teachers use the data to create a data stream from which they drive their instruction. With Achieve 3000, students are constantly assessed and monthly reports are available to show lexile improvement. Teacher created assessments are given at least twice a marking period.

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. Sife students are initially evaluated to determine both their language proficiency as well as their skill level. These findings will determine the level of classes and the AIS necessary to supplement their classes. Within the classes, teachers will differentiate to take into account the lower skill levels as well as their language development.

b. ELLs in the country for less than three years will receive placement testing to determine specific ESL class levels as well as skill level assessments in both languages. The data will be used to create programming, classes and curriculum to support their education. ELLs who have received services for four to six years will be monitored to determine if their language acquisition is at the expected rate of progress. Furthermore, in order to properly instruct these students, a determination is made by the AP and educators as to wheter their proficiency is merely a surface conversational proficiency- they have basic interpersonal communication skills (BICS) whereby students respond to contextual or paralinguistic cues, or cognitive language academic proficiency (CALP). If it is a surface conversational proficiency then further testing will be necessary to determine if the delay in language acquisition is due to other factors such as the inability of the student to repond to their higher cognitive demand such as writing or intellectual discussions. If the delay is skill based and not language based then these students will be targeted for AIS in all content areas. If the delay is language, then more exposure to the English language is built into the students programs such as the Newcomers program.

- d. The plan for the longterm ELL is to further test the reason they have not attained English Language proficiency. They will be

tested on both languages to determine skill levels as well as intense ESL instruction in the summer and on Saturdays. The ESL instruction will be differentiated to focus on strengthening cognitive skills as well as linguistic abilities in both languages.

e. The former ELLs continue to receive help in literacy through after school and Saturday programs and within their core classes. They still receive testing accommodations such as extended time and testing in their native language.

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?

The program created for ELLs-SWDs is an ICT model. Two teachers, one ESL licensed, the other Special Education with an ESL extension co-teach for a double period each day. The class is separated into cooperative learning groups based on proficiency level and frequent assessments are given which drives instruction. Instructional strategies include previewing target text, teacher modeling of oral reading, oral reading prompts, visual spacial displays, text look back strategy, story mapping, context clue skill training, and story retelling, rubric assessments, Achieve 3000 intervention edition, brainstorming, pre-writing, and drafting.

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?

ELLs with disabilities are given an extra period of AIS in a pull out resource room taught by bilingual or ESL extension Special Education teachers. Instruction focuses on language acquisition through content area instruction as well as skill building. ELL-SWDs ensures that flexible programming is used to maximize time spent with non-disabled peers by scheduling lunch, gym, and music classes inclusively. Students are able to interact socially with their non-disable peers during these classes.

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: | SPANISH | LOTE | SPANISH |
| Social Studies: | SPANISH | | |
| Math: | SPANISH | | |
| Science: | Spanish | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

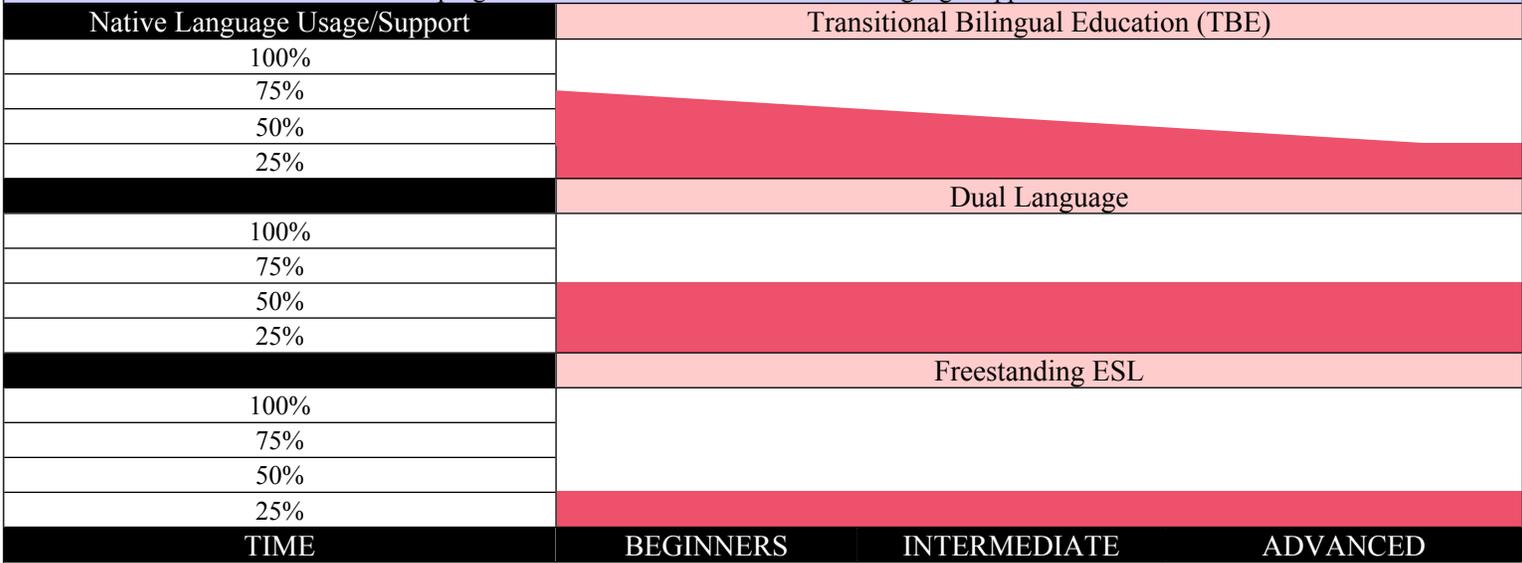
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



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.

Targeted intervention programs for ELLs in ELA, Math, Science and Social Studies include :ESL push-in and push-out as needed, co-teaching, After-school program, tutoring, regents prep, Newcomers program M-TH; Saturday school supplemental support, summer intensive ESL programs and credit recovery. All of our school's intervention services are offered in both English and Spanish. Our intervention programs are available of ELLs struggling to pass classes and/or acquire English at the expected rate of progress. We have an afterschool Social Studies regents review class for bilinguals twice a week. The focus is on the content and improving essay writing. In Scienc, the labs are translated into Spanish and teachers work on Spanish Science comprehension skills.

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

The TBE/Freestanding program has been successful in advancing literacy as evidenced by the NYSESSESLAT results. The Regents passign rate in content area classes has remained constant in the past three years with improvements in the Sciences. We are improving our ELL English regents passing rate through focused tutoring and having an ELA teacher push-in to ESL classes for writing development.

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

This year we have a new program whereby ELA teachers push into the Advanced and Intermediate ESL classes with juniors and seniors and work with them on improving their literacy for the regents and college readiness.

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

At this point, no program for ELLs will be discontinued. Our programs however will be revised using data findings.

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

All schools programs are open to ELLs. There is no program they are not allowed to take part in if they wish. There is a Saturday ELL intensive program as well as a Regents Prep program. There is also a Newcomers Intensive afterschool program. After school tutoring with select teachers are also available. All clubas and sports teams are open to ELLs.

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

Key instraucitonal material which is used to support ELLs include Q-Tel; Achieve3000, SMART board, _____

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

Native language support in Spanish is porvided through a well planned TBE program. Achieve 3000 has a native language literacy program which is used to determine reading lecile levels in Spanish for all of our ELL subgroups. Assessment and data driven instruciton is planned collaboratively by NLA and bilingual teachers using teacher made assessments and Achieve 3000. The NLA classes are programmed according to grade and most students take and pass the LOTE exam. The NLA curriculum is Common COre aligne and many students reach a level in Spanish which makes them eligible to take a Spanish AP class.

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

The ESL classes are divided by age and grade level. For example, the 9th and 10th graders are in the same Beginner class and the 11th and 12th graders are in the same Advanced class. By having 11th and 12th graders in the same ESL class the teacher is able to give additional supports to prepare them for the ELA Regents exam and college readiness.

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.

Newly arrived ELLs who register in our school over the summer participate in the annual freshman orientation. Orientation is provided in their native language to both the student and the parent. We also encourage the students to enroll in our intensive ESL class during the summer. Students who enroll during the school year receive orientation from the school staff including the AP ESL, APO; Parent COordinator; guidance coueselor; ESL teacher and other staff. Our guidance counselors continue to monitor students' proces of adjustementto the school and the country. Classroom teachers are the key to obsering the students as they acclimate and the Newcomers program helps them acclimate easier and with their peers. Teachers, guidance and support staf are constantly monitoring these students and keep parents frequently updated.

18. What language electives are offered to ELLs?

We offer native language equivalents of all electives as well as AP Spanish classes.

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?
 1. Our PD plan for the 2013-2014 academic year is to improve teacher effectiveness in increasing students achievement, especially in writing. We will also be looking at best practices for ELLs that support the CCLS and implement them in our classes.
 2. Our school continues the successful practice of common planning meetings Monday through Thursday. During this time we have study groups and grade team meetings. Once a week administrators and/or the network conducts PD's which include how learning strategies and the Common Core learning standards apply to ts ELL learners. The following PD's have been or will be held:
 - September 10, 2013 - Common Core Skills for College Readiness and Creating Baseline Assessments
 - September 16, 2013 - Designing Coherent Instruction for all students
 - October 1, 2013 the Achieve 3000 literacy PD was held for all ESL and NLA teachers.
 - October 8, 2013 - Creating data streaming templates and inputting data from the baseline assessments.
 - October 28-29, 2013 - Using Questioning and Discussion Techniques
 - November 5, 2013 - Sharing Best Practices
 - November 12, 2013 - Socratic Circle
 3. The entire educational community takes part in assisting the 9th grade students to transition from middle school to high school. 9th grade teachers and guidance counselors meet during common planning to train, discuss, review data and create various strategies and structures to support transitioning ELLs. Multiple times during the year, 9th grade Town Meetings are held to inform, inspire and suport the transition to high school. Prizes and awards are given out for attendance, grades, and other achievements. Every Friday 9th graders celebrate Spirit day with the rest of the school in wearing their 2017 tee shirts.
 4. We meet and exceed the 7.5 hours of training for all staff during Common Planning PD's and other PD's held during the year. ESL teachers will attend the Q-TEL PD, this year a 3 day PD, and turn-key the information to the staff during Common Planning.

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. We are communicating with and including parents in all educational decisions for their ELL or former ELL children. We notify parents of student placement and the various programs available in their Native Language. Parents are provided with interpreters at all meetings. Our school utilizes the services of the Bilingual Parent Coordinator that provides our parents with outreach and strategies to raise an academically successful child. Additional parent involvement activities include monthly Parent Association meetings held at the school along with teachers and administration. The College Academy also offers a Parent University program, where parents can come to the school on Saturdays to work with an ESL teacher to learn English. Breakfast with the principal is held twice a year to discuss School Vision, the Title I Program, Student Graduation Requirements and ARIS parent link. On December 11, 2013 there will be a workshop about "Citizenship and Basic Computer Skills."
 2. The College Academy partners with the Health Corp to bring exercise and nutrition programs to parents and students every Wednesday. We are also partnered with Catholic Charities and parents and students volunteer for community service. We continue to establish more CBO support for ELL parents.
 3. The needs of the parents are evaluated based on feedback collection during monthly parental meetings, individual parental guidance conferences, parental meetings with the parent coordinator, parental meetings with assistant principals, parental meetings with teachers, parent communications via e-mail, the annual parent survey, and parental issues conveyed through students. The multiple feedback sources are frequent and successfully provide a clear picture of what parents desire for their children.
 4. Our parental involvement activities address the needs of the parents by allowing them to express their concerns, ask questions, give feedback and monitor the progress of their children. These activities and any materials discussed or used during these activities are provided in English or Spanish as needed.

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.

N/A

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) |
|----------------|----------------------|-----------|-----------------|
| Peter Sloman | Principal | | 11/14/13 |
| Jennie Gazetas | Assistant Principal | | 11/14/13 |
| Oliver Trejo | Parent Coordinator | | 11/14/13 |
| A. Velez | ESL Teacher | | 11/14/13 |
| A. Suarez | Parent | | 11/14/13 |
| J. Medina | Teacher/Subject Area | | 11/14/13 |
| R. Arroyo | Teacher/Subject Area | | 11/14/13 |
| | Coach | | 11/14/13 |
| | Coach | | 11/14/13 |
| L. Rojas | Guidance Counselor | | 11/14/13 |
| | Network Leader | | 11/14/13 |
| | Other | | 11/14/13 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **06M462** School Name: **The College Academy**

Cluster: **1** Network: **CFN 107**

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.

We conduct an ATS review for home language. We also interview parents of our low incidence language population to determine their needs for translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our parents require Spanish translation services. Approximately 66 % of our Spanish speaking parents require oral and written translation. In addition, we have a small cohort of low incidence languages that includes 8 Arabic, 2 Creole and 1 Bengali. All 8 Arabic, 2 Creole and 1 Bengali parents speak English and do not require oral or written translation. Our school community was informed through faculty conferences, team meetings and dataaction professional development.

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.

We use in house bilingual personnel to translate in to Spanish all written correspondence. In addition, we utilize the DOE translation services for low incidence languages as needed. Furthermore, we use Datacacion which has translation services embedded for all of our parents in all languages.

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

We use in house bilingual personnel to translate in to Spanish all oral presentations. On Open school night/day, our ROTC adult staff assists in translation services. In addition, we utilize the DOE translation services for low incidence languages as needed.

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

All parents of new admits receive information such as: Parents Bill of Rights, Interpretation Notice Signs and Safety Plan procedures in their home language and receive notification of translation services that are available.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: The College Academy | DBN: 06M462 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 120 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 5 |
| # of certified ESL/Bilingual teachers: 5 |
| # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

A Newcomers Institute has been created to run afterschool and on Saturdays to provide intense and direct instruction for the needs of the newly arrived ELLs. The afterschool program provides additional intensive instruction in ESL on Tuesday and Thursdays for one hour (3:45 - 4:45) and Math and Spanish Literacy through History on Monday and Wednesdays for one hour (3:45 - 4:45). Part of the program will include learning about American culture and exploring New York City. On Saturdays, from 9-12, we hold an ESL Intensive Program. This program includes all ELLs who need literacy remediation as well as Math remediation. It is open to all levels of ELLs and focuses on skill building in Math and literacy. Our supplemental ESL classes are built around students with similar skills and grade levels.

The materials the ELLs use in the supplemental programs include the Visions program, leveled independent reading libraries and audio books in multiple content areas, Reading A-Z, Achieve 3000, Destination Math, and other interactive software for newcomers, beginners and low intermediates (ex, Longmans English Interactive) to develop skills in speaking, listening, grammar, vocabulary, pronunciation, reading and writing practice.

Our supplemental program includes: three certified ESL teachers, Ms. Agosta, Mr. Cope and Ms. Velez, as well as a bilingual social studies, Mr. Medina and a bi-lingual special education teacher, Ms. Cortez.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All teachers, including our Bilingual and ESL teachers, meet 4 times a week in Departmental Common Planning Meetings. At these meeting, teachers receive continuous professional development in areas

Part C: Professional Development

such as the Common Core, UDL, Differentiation, Data Inquiry, and increasing teacher effectiveness using the Danielson model. The common planning teams also discuss student progress and varied instructional strategies which meet the needs of all students, share lesson plans, evaluate data, and review and revise curricula based on analysis of student work and needs. Bi-monthly grade team meetings are held to discuss student work and intervention strategies.

The ESL department, through multiple assessments have determined that students need to develop and strengthen basic literacy skills in both native language and English. Ms. Velez, Ms. Agosta, and Mr. Cope are participating in Common Core training provided by Children First Network 107, to better serve our ELL population. Our instructional support liaison, Ms. Cristina Melendez is also one of our Common Core lead people, and is assisting teachers in developing their Common Core units. Ms. Melendez also assists our administrators and teachers in building curriculum to support ELLs of all skill levels.

Ms. Velez and Ms. Agosta went to the Two-Day QTEL Literacy Institute for Grades 6-12 on December 27 and 28 sponsored by OELL. All four ESL teachers and the two Native Language teachers received a day of training on Achieve 3000 on January 4, 2013. The Achieve 3000 coach was Heather Chandlee.

The College Academy Inquiry team meets on a monthly basis to discuss Language, Reading and Math interventions for English Language Learners, specifically newcomers and SIFE students. One of the articles we have based our discussion on is "Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities" Developed by Center on Instruction. The Center on Instruction has many online courses and research articles concerning ELLs and literacy which our team uses to research specific issues with our inquiry team sub-groups. This Spring the Inquiry team will be taking an on-line course <http://www.centeroninstruction.org/online-course-research-based-recommendations-for-instruction-of-adolescent-newcomers> and read "Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers" developed by Center on Instruction.

Our Inquiry team is made up of our three ESL teachers - Ms. Velez, Ms. Agosta and Mr. Cope; our Special Ed ESL teacher, Ms. Russo; our two Instructional AP's Ms. Gazetas and Ms. Remer, Ms. Bray, AP Administration, our guidance counselors and our Bilingual and Native Language Arts teachers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

Parental involvement at College Academy is good though we are continuously seeking ways to get parents more involved. This academic year we have continued an initiative aimed at improving ELLs' academic achievement, which involves working closely with their parents. The College Academy hosts regular ELLs' Parent Night which focuses on ELL students and their specific needs and supports. Each marking period we hold newcomer parents meetings and activities to help newcomer families adjust to NYC and the NYC school system. Ms. Bray, the APO, is developing a school web-site connected to the Datacation grading program to keep parents up-to-date on their child's performance in school.

This academic year, we have been strengthening our relationship with ELL parents through the efforts of our bilingual (English-Spanish) parent coordinator Minervia Santiago, our Family Paraprofessional, Rosa Tavarez and the strong and caring support staff at the College Academy. Our guidance counselors and teachers make frequent phone calls home to students who consistently miss class in order to encourage regular attendance or update them on their progress in class. The guidance counselors maintain call logs, ILOGs and meet with the parents on a regular basis. Two of our three guidance counselors are bilingual. The College Academy's office staff, including our parent coordinator are also in regular contact with parents about attendance as well as other non-academic issues. Ms. Santiago, the parent coordinator is responsible for assisting the school's PA, which elected several ELL parents as officers last year, and we expect this trend to continue. We make every effort to communicate with parents in their native language, whether it be written or spoken. For example, all letters and invitations sent home to parents of ELLs include translated copies of the information in the student's native language; all phone calls home are done in the parent's first language, when possible. Our Summer orientation program for freshman welcomes all students and their parents to the College Academy and introduces them to the ELL and other programs our school has available for their students academic success. Finally, the College Academy administers a parent survey every year, and ELL parents are encouraged to complete the online survey in the school building so that our bilingual office staff can assist them with completing the survey accurately, should they have any questions.

At CA, we believe that all parents deserve the opportunity to be heard. For this reason, we hold regular PA meetings which involve a question and answer section for parents to address their questions or concerns. Our ELL Parent Nights serve the same function: to get students' parent directly involved in the academic and social community at CA. At both these regular events, parents are invited to learn what their children are doing first-hand from teachers, and are given the opportunity to share their thoughts with the CA staff and administration. The Inquiry team focuses on Newcomer and SIFE ELL's will also include involving the parents in being part of their child's academic success. The team will be in constant contact with the parents and will share their impressions of a given student's performance in school as well as listen to the parent's concerns. Every effort is made to communicate with a parent in their native language, even if this means that a bilingual staff member places a call on behalf of another teacher. Our Parent University offers ESL classes for parents and extended family once a week for two hours. We are trying to recruit as many Newcomer and SIFE parents into the ESL for parents class, whereby, both child and parent will be learning English at the same time and sharing their learning and their successes. We plan to add GED and Career Planning classes by next year. The following is a schedule of parent activities held since the start of the 2012 academic year.

August - Orientation for 9th grade Students and Parents

October 1st - First Parents Association Meeting / Respect for All/ELL's Night

Part D: Parental Engagement Activities

October 17th - Syracuse and BCC Trip for students and parents
 October 20th - New Futero College Fair
 October 25th - Parent Teacher Conference Evening
 October 26th - Parent Teacher Conference Day
 November 3rd - Parent Association Meeting
 December 3rd - Parent Association Meeting/Financial Planning
 December 18th - ESL classes for Parents begin
 January 7th - Parents Association Meeting - Domestic Violence Prevention/ACS Case Prevention

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other | | |
| TOTAL | | |