



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY OF AMERICAN STUDIES

DBN (i.e. 01M001): 30Q575

Principal: WILLIAM C. BASSELL

Principal Email: WBASSEL@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: NANCY DIMAGGIO

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
William C. Bassell	*Principal or Designee	
Jason Vanderwalker	*UFT Chapter Leader or Designee	
Hildy Herzfeld	*PA/PTA President or Designated Co-President	
Toby Incantalupo	DC 37 Representative, if applicable	
Nadia Semmar – 12 th Grade Daniela Radhaykissoon – 11 th Grade	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nina Cohen	Member/ CSA	
Susana Lemos	Member/ UFT	
Rosa Ortega	Member/ Parent	
Sandra Street	Member/ Parent	
Rohey Singhateh	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

By June 2014, 100% of teachers will have gained an understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system as measured by calibration exercises to build a school wide understanding of what effective teaching looks like in all content areas.

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.

Advance, New York City's new system of teacher evaluation and development was designed to provide the City's teachers with accurate feedback on their performance and the support necessary to improve their practice with the goal of improved student outcomes to ensure all students graduate college and career ready.

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. Teachers will participate in professional growth practices that shift teaching practices as they meet in faculty meetings, department meetings and during common planning time.
2. Activity - To examine best practices and share lesson plans
3. Activity – To review the Danielson rubric
4. Activity – To discuss and share assessment practices
5. Activity – To examine questioning and discussion techniques.

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

1. Principal, Assistant Principals, teachers, and Network Achievement Coach. Resources: Resources provided by the Network and the Advance Website and Danielson Framework For Teaching
2. Principal, Assistant Principals, teachers and Network Achievement Coach. Resources: Teachers bring best lesson plans, resources provided by the Network, and Danielson Framework for Teaching
3. Principal, Assistant Principals, teachers, and Network Achievement Coach. Resources: Teacher's assessments, resources provided by the Network, and Danielson Framework for Teaching
4. Principal, Assistant Principals, teachers, and Network Achievement Coach. Resources: Teacher's lesson plans, resources provided by the Network and Danielson's Framework for Teaching.
5. Principal, Assistant Principals, teachers and Network Achievement Coach. Resources: Teacher's lesson plans, Depth of Knowledge, Bloom's Taxonomy and resources provided by the Network and Danielson's Framework for Teaching.

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

- 1 With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.
- 2 Observations and pre and post observation meetings .
- 3 Pre and Post observation meetings, Wednesday Common planning meetings with departments and grade teams.
- 4 Teachers will share assessments and create common assessments if necessary during Wednesday Common planning with departments and grade teams.
- 5 Teachers will continue to look at the Depth of Knowledge wheel, and Blooms Taxonomy and share the questions they use in particular lessons with one another during Wednesday Common planning with departments and grade teams.

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

1. 40 Teachers will meet every Wednesday for either grade team meetings, department meetings, and inquiry work, all of which connects to aspects of the Danielson rubric. September 2013-June 2014
2. All teachers will be observed formally and informally on a rolling basis throughout the year and will have pre and post observation conferences with their Assistant

Principals. September 2013-June 2014

3. 38 Common Planning Wednesdays and PD Days with 40 teachers from September 2013-June 2014
4. 38 Common Planning Wednesdays and PD Days with 40 teachers from September 2013-June 2014
5. 38 Common Planning Wednesdays and PD Days with 40 teachers from September 2013-June 2014

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

1. Bi-monthly PD from the Network.
2. Department meetings, and grade team meetings will be held on Wednesdays to discuss lesson planning and best practices to meet the needs of all students within the structure of the Danielson Framework for Teaching.
3. Ongoing PD is provided by administrators during faculty conferences, grade team and department meetings and in observation conferences.
4. Department meetings and grade team meetings will be held on 38 Wednesdays and teachers will discuss assessment practices and share samples with one another.
5. Department meetings and grade team meetings will be held on 38 Wednesdays and teachers will discuss questioning and discussion techniques that work in their classrooms.

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).

We regularly consult with parents and provide opportunities for them to learn more about this goal at the SLT, PTA and a variety of other conferences and meetings. The PTA will work with the Principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Information about the teacher evaluation process has been and will continue to be addressed at SLT and PTA meetings.

Budget and Resource Alignment

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

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

Most programs are Tax Levy; Some ELL and Special Education Services are supported through Title III and IDEA/Related Services.

\$ 3,464,615 - Tax Levy Fair Student Funding

\$41,298 - TL FSF Legacy Teacher Supplement High School

\$47,133 - TL Parent Coordinator HS - Flexible

\$15,997 - TL Children First Network Support High School

\$25,697 – TL Citywide Instructional Expectations

\$45,369 – Contract For Excellence FY 09 HS

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, 100% of teachers will plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate. While not every content area will include integration of the shifts, students should experience all of the instructional shifts and associated standards over the course of the year.

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.

The 2013-2014 New York City Department of Education Citywide Instructional Expectations require the implementation of the Common Core instructional shifts as part of their goal (and ours) to create a rigorous and coherent instructional experience for students.

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. Teachers will participate in professional growth practices that shift teaching practices as they meet in faculty meetings, department meetings, and during common planning time.
2. Activity – to examine best practices and share lesson plans incorporating the common core instructional shifts.
3. Activity – to review the common core shifts in individual department meetings and align curriculum where needed.

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

1. Principal, Assistant Principals, Teachers, and Network Achievement Coach. Resources: Resources provided by Network and Common Core Website.
2. Principal, Assistant Principals, Teachers, and Network Achievement Coach. Resources: Resources provided by Teachers, Network and Common Core Website.
3. Principal, Assistant Principals, Teachers and Network Achievement Coach. Resources: Resources provided by Teachers, Network and Common Core Website.

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

1. With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principals engage in conversations examining the expectations detailed in the Common Core Instructional Shifts.
2. Observations and pre and post observation meetings.
3. The Assistant Principals and Network Achievement Coach will work with the staff to turnkey the Common Core Instructional Shifts in individual department meetings.
- 4.

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

Teachers will meet every Wednesday for either grade team meetings, department meetings, and inquiry work, much of which connects to aspects of the Common Core Instructional Shifts. September 2013-June 2014.
 All teachers will be observed formally and informally on a rolling basis throughout the year and will have pre and post observation conferences with their Assistant Principals. September 2013-2014
 Common Planning Wednesdays and PD Days September 2013-June 2014.

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

1. PD from the Network during bi-monthly visits provided to 3 Assistant Principals and 40 Teachers.
2. Department meetings and grade team meetings will be held on 38 Wednesdays to discuss lesson planning and best practices to meet the needs of all students in accessing the Common Core Instructional Shifts.
3. Ongoing PD is provided by administrators and the network (bi-monthly) during faculty conferences, grade team and department meetings to all 40 teachers

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).

We regularly consult with parents and provide opportunities for them to learn more about this goal at the SLT, PTA and a variety of other conferences and meetings. The PTA will work with the Principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Information about the Common Core Instructional Shifts have been and will continue to be addressed at SLT and PTA meetings.

Budget and Resource Alignment

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

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

- \$ 3,464,615 - Tax Levy Fair Student Funding
- \$41,298 - TL FSF Legacy Teacher Supplement High School
- \$47,133 - TL Parent Coordinator HS - Flexible
- \$15,997 - TL Children First Network Support High School
- \$25,697 – TL Citywide Instructional Expectations
- \$45,369 – Contract For Excellence FY 09 HS

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of our regularly attending students will have increased their college and career awareness as a result of consolidating college resources and protocols, and increasing student awareness of college requirements, increasing classroom visits by counselors and college representatives.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 We would like to have all of our college preparatory information bound in one book as a resource for students and parents to have as students move from grade 9 to 12 which will highlight expectations and opportunities for students in each grade.

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. The college team will meet regularly to plan PD for teachers on their efforts and to plan in-classroom information sessions for all grades and whole grade informational sessions for each grade
2. English teachers will work with the college team to create units for each grade focusing on college and career exploration.
3. College packets of lesson plans for the English teachers to use for college dedicated units will be created.

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

Principal, Assistant Principals, The college team, guidance counselors, all teachers, and college representatives
 Principal, Assistant Principals, The college team, guidance counselors, English teachers, Special education transition coordinator, ELL Coordinator
 Principal, AP English, English teachers, the college team.

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

1. The college team will share their enhanced calendar of events and plans for continuing to join classes throughout the year to increase information.
2. The college team will join the English Department meetings to share their research on other effective resources.
3. The English Department will share their resources and best practices for lesson planning.

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

1. By June 2014, the benchmarks of understanding for students at each grade level will be shared with the entire staff.
2. By June 2014, the College Team will have created one book of college expectations and opportunities and advice for all grades.
3. By June 2014, the English Department will have created a book of lessons.

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

1. 38 Common planning time Wednesdays will be used for sharing information with the staff.
2. 38 Common planning time Wednesdays will be used for researching resources, and putting the materials together.
3. 38 Common planning time Wednesdays will be used for researching resources and planning lessons.

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).
 We regularly consult with parents and provide opportunities for them to learn more about this goal at the SLT, PTS and a variety of other conferences and meetings. The PTA will work with the Principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Information about the college process has and will continue to be addressed at SLT and PTA meetings.\

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Regents Prep. Repeated Readings Interactive Writing Students Sharing Best Practices Time for make-up assignments APEX Learning	Small group, one to one tutoring Teacher offices Blended Learning	During the school day or after school. Make-up Wednesdays Supplemental English classes. APEX/Blended learning at home or during Wednesday office hours
Mathematics	Regents Prep. Repeated Readings Interactive Writing Students Sharing Best Practices Time for make-up assignments APEX Learning	Small group, one to one tutoring Teacher offices Blended Learning	During the school day or after school. Make-up Wednesdays Supplemental Math classes. APEX/Blended learning at home or during Wednesday office hours
Science	Regents Prep. Repeated Readings Interactive Writing Students Sharing Best Practices Time for make-up assignments APEX Learning	Small group, one to one tutoring Teacher offices Blended Learning	During the school day or after school. Make-up Wednesdays Supplemental Science classes. APEX/Blended learning at home or during Wednesday office hours
Social Studies	Regents Prep. Repeated Readings Interactive Writing Students Sharing Best Practices Time for make-up assignments APEX Learning	Small group, one to one tutoring Teacher offices Blended Learning	During the school day or after school. Make-up Wednesdays Supplemental Social Studies classes. APEX/Blended learning at home or during Wednesday office hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling Small Group Counseling College Discovery Club Making High School Count programs Inquiry Team	Small Group, one to one Teacher office hours	During the school day or after school.

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

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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 30	Borough Queens	School Number 575
School Name Academy of American Studies		

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 Mr. William Bassell	Assistant Principal Ms. Nina Cohen
Coach type here	Coach type here
ESL Teacher Ms. Ericka Medina	Guidance Counselor Ms. Roberta Wilson
Teacher/Subject Area type here	Parent Hildy Herzfeld
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Ms. Charlene Garklavs	Other type here
Network Leader(Only if working with the LAP team) type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	750	Total number of ELLs	26	ELLs as share of total student population (%)	3.47%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										13	9	1	3	26
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	9	1	3	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	5

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										0
Dual Language										0
ESL	9			12	1		5	1		26
Total	9	0	0	12	1	0	5	1	0	26

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	3		2	10
Chinese										2				2
Russian														0
Bengali										2	2		1	5
Urdu														0
Arabic										2				2
Haitian														0
French														0
Korean														0
Punjabi											1			1
Polish														0
Albanian														0
Other										2	3	1		6
TOTAL	0	0	0	0	0	0	0	0	0	13	9	1	3	26

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)														0

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)										4	3	1		8
Advanced (A)										9	6		3	18
Total	0	0	0	0	0	0	0	0	0	13	9	1	3	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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				
Integrated Algebra	13		8	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3		0	
Living Environment	11		2	
Physics				
Global History and Geography	3		2	
US History and Government	1		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

N/A

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Results from the NYSESLAT administered in Spring 2013 show that across the board, our ELLs are stronger in the speaking/listening modalities rather than in reading/writing. In fact, the majority of ELLs, regardless of their grade level, received a P (proficient) in listening/speaking modalities. Our 26 ELLs tested in the Intermediate and Advanced level for reading and writing.
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](#))

As the NYSESLAT results show our students are weaker in reading and writing modalities. As a result, there will be a strong focus on writing across the curriculum, and the ESL teacher will focus on developing our students' reading and writing skills using diverse strategies.

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?

Our ELLs tend to struggle with their reading comprehension as well as their writing skills when they take their content area tests. Our intermediate ELLs, mostly freshmen and sophomores, struggle mostly with writing and reading comprehension. The ESL teacher dedicates 2 periods a week on writing skills. The focus of the writing block is sentence structure, paragraph development, essay writing (organizing/developing), topic sentences and thesis statement development. Also, at the intermediate level the teacher focuses on developing the students reading comprehension skills. Our advanced ELLs also struggle with their writing skills. The ESL teacher has adapted her curriculum to focus mostly on writing. The school leadership and teachers are using the results of the ELL Periodic Assessment to help them revise/modify their lessons to target their reading/writing skills in all subject areas.

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](#).)

Paste response to question here:

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

T

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our program is evaluated by the success of our students, not only when they successfully pass the NYSESLAT or move up from Intermediate to Advanced level, but when our ELLs make progress in their content area subjects. ELLs who test out of ESL are strongly encouraged to attend tutoring during or after school with their ESL teacher. All of our teachers have office hours on Wednesdays from 12-1 as well.

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](#).)
The majority of our students come to the school from DOE schools, and have already been identified as ELLs. The students who come from outside New York City schools are given the Home Language Identification Survey (HLIS). The ESL coordinator, Ms. Ericka Medina, ESL licensed K-12, has attended professional development at Hunter College, "Understanding the Nuts and Bolts of CR Part 154 and Tittle III", where they discussed the HLIS procedures. The students and their parents meet with the Assistant Principal, Nina Cohen, ELA 7-12 licensed and Assistant Principal English and Social Studies licensed, or the ESL coordinator who conduct an informal oral interview. Ms Cohen is a monolingual English teacher. If the ESL coordinator or the Assistant Principal are not available, our Principal, Mr. William Bassell, is also available to speak to newly-arrived students and their parents in French. Other staff members also speak Greek, Chinese, Bengali, and Korean. They explain the reason for administering the HLIS and explain each question in the survey. The parents are given the HLIS in their home language. Based on their answers from the HLIS, the LAB-R will be administered by the ESL coordinator, or the Assistant Principal within the first 10 days of school. The ESL coordinator administers the test in the school library to any eligible students within the first 10 days of school. The scan sheets are delivered to the scan center before the due date. The LAB-R scores are filed in the ESL folder. Students who do not test out of the LAB-R, will be programmed as ELLs. We base their English level on the level that is indicated by the test results. The ESL coordinator is informed by the office staff if a new student arrives from an outside public school system. The ESL coordinator checks on the ATS for eligibility for testing (ELPC) and for exam history for newly admitted students. If a student has not been tested, or has been re-admitted from a foreign country after two or more years of absence, we will then administer the LAB-R. If the student is Spanish speaking, they will be given the Spanish LAB-R.
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.
The ESL coordinator has the EPIC kit with the DVD explaining the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) she is also available to explain any questions to our Spanish-speaking parents. In addition, our staff is available to discuss/explain these choices in Chinese and Korean. If further assistance is needed in a different language, we will request aid from Newcomers High School staff. They have a diverse staff who speak languages such as Bengali, Punjabi, Hindi, French-Creole, Russian, and Polish. Our school holds a Parent Orientation Workshop for parents of ELLs where they are informed of the different programs that are available to all students. The ESL coordinator is available to answer any questions from parents regarding the difference between all programs. The parent survey and parent program selection are distributed in their preferred language. Parents are advised to return the signed letters as soon as they receive them in order to speed up the programming process. This year there were no new students tested for the LAB-R, therefore the parent orientation for new ELLs did not take place at our school. If parents have chosen a TBE/DL program in the past, they are informed by our ESL coordinator that we do not offer those programs in our school. Parents are informed that because our ELL population is so small and most do not share the same home language, it is not possible to have a Transitional Bilingual or Dual Language program. On the other hand, parents are also informed that if in a near future our population changes, we will be able to open a Bilingual or Dual Language program.
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 ESL teacher/coordinator is responsible for sending out the entitlement letters to the parents. In addition, there is a letter sent to our parents inviting them to come to our school and view the video, and ask questions regarding the program selection. If the parents do not come the parent survey and entitlement letters are distributed during the class period. Students are advised to give the letters to their parents and are asked to bring them back signed. In order to assure the students bring back the program selection form/parent survey, they are told this letter is part of their homework. Parents are advised to make their program choice, sign the letter and return it as soon as possible. If a form is not returned, the ESL coordinator will follow up with a phone call and/or an email. We have invited the ELL parents to come to an informational session before our Parent-teacher conference. The ESL coordinator and the our Assistant Principal will hold a meeting providing information about our ESL program and the different program choices we have for their children. The parent survey and the program choice letters will be handed out at the end of our informational meeting. Once the Parent Survey and the Program Selection forms are returned, they are filed in the ESL folder for the present school year.
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.

Our school offers a free-standing ESL program only. At the beginning of every school year the administration provides the ESL coordinator with the scores of the NYSESLAT test. She analyzes the scores and together with the programming coordinator, Ms. Maribel Agudelo, place the students in the appropriate class according to their NYSESLAT score (Beginner, Intermediate or Advanced) Parents are given the placement letters to choose a program and the school will align programs to parental choices if available. The ESL coordinator is available to answer any parents' questions or concerns regarding the different programs offered to our ELLs. The placement letters and the continued entitlement letters are sent by the ESL coordinator and they are kept in the ESL file cabinet.

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.

Ms. Medina attends all the NYSESLAT training sessions in the spring semester prior to administering the test. After we receive the shipment and all testing materials are reviewed, we place them in a secure place. Ms. Medina carefully reviews the due dates for each section. The administration of the speaking section of the NYSESLAT has changed therefore; Ms. Medina holds a session to review the rubric of the speaking section with teachers from the English department. They will assist Ms. Medina administering the speaking section. The tests are administered during the ESL class period. If a student is absent, he/she will make-up the test the next day.

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. 

Over the past few years, the majority of parents have chosen free-standing ESL. There are very few parents (mostly Spanish speaking parents) who choose Transitional Bilingual Education as their first choice of program. We do not have enough Spanish-speaking students to offer Transitional Bilingual program. If our population changes, we might be able to provide our ELL population with Bilingual or Dual Language programs. The ESL coordinator reviews the parent choices and keeps them filed in the ESL cabinet. Parents are informed of the support we have in place for tutoring. Ms. Medina is in regular contact with the content teachers so they can work as a team to support all students.

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])?

Instruction is delivered in a self-contained ESL class model. There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week). The advanced students also get an ELA class (180 minutes per week). Our ESL program model is Ungraded. Students are placed based on their English level-which are based on their NYSESLAT results.

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)?

There are two ESL classes, one for intermediate students (360 minutes per week) and one for advanced students (180 minutes per week). The advanced students also get an ELA class (180 minutes per week).

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 school will schedule professional development to instruct all content area teachers on how to scaffold lessons and use ESL strategies to help all our ELLs do well in all subjects. All content area teachers offer tutoring for all students on a regular basis. Content area teachers discuss their ELL's progress with the ESL teacher on a regular basis. The school has an ICT program for special ed students. There are five teachers certified in special education, covering math, science, English and social studies. The special ed ELLs are in one or more ICT classes, where there is a special education teacher to provide extra help and to scaffold lessons.

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

Our school offers a free standing ESL program only. Therefore our ELLs do not take classes in their native language. Some of our advanced students are programmed to take a foreign language. We offer Spanish and French as foreign language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs are appropriately evaluated in all four modalities of English throughout the year. They are formally and informally assessed by the ESL teacher on their English skills. Our students work on group presentations, listening exercises, reading comprehension activities with literature and non-fiction texts, and essay development throughout the school year.

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).

Our diverse population of ELLs receive differentiated instruction based on their needs. Our intermediate newcomer students work on adapted materials (poems/short stories) while the rest of the class-ELLs receiving service 4-6 yrs read the original texts. A variety of materials are used in the classroom to accommodate each level of learning; visuals, glossaries, and technology are used in the classroom in order to supplement students' learning. Long-term ELLs receive extra support during group writing activities. To help our ELLs the school has provided alternate texts in English and history. For example, the 9th-10th long-term ELLs-who also take an ELA class, study Shakespeare's Othello and Macbeth. Adapted text versions with modern English are provided for ELLs and other struggling students. Vocabulary is taught in context for reading comprehension to all ELLs. In addition, brainstorming and scaffolding is implemented before every lesson taught. SIFE students are given more detailed worksheets which are explained by the teacher. Our special ed ELLs are also provided with adapted texts, detailed worksheets, and one-on-one assistance from the ESL and content area teachers. Our former ELLs are encouraged to attend tutoring with their former ESL teacher. In addition, the content area teachers are made aware of the ELLs who have tested out but are still eligible for extra support in their classes.

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?

Our content area teachers use visuals , glossaries and adapted materials to enhance comprehension of the topics discussed in class. They use grade-level materials (textbooks, non-fiction texts) along with glossaries in order to help our ELLs understand the material. They differentiate all materials to meet the needs of all the students in their classes. Our targeted intervention program for our ELLs includes but is not limited to; during school session tutoring which is provided by the ESL teacher and the content area teachers. Our special ed coordinator and the ESL coordinator work together to ensure that our special ed ELLs receive all the services mandated on their IEP's. A speech pathologist pushes in for an intermediate ELL as well as for an advanced ELL. ICT classes are provided for our special education ELL students. We have licensed special ed teachers in math, global studies and ELA. They hold meetings with the ESL teacher to discuss students' progress and different ESL strategies that can be used in the classroom.

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?

All of our students are placed in the least restrictive environment. The special Ed teachers plan lessons, and create assessments with the general education teacher to ensure all IEP goals are addressed. Thought is given to the pacing of lesson, group work dynamics and tasks assignment.

Courses Taught in Languages Other than English ①

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

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

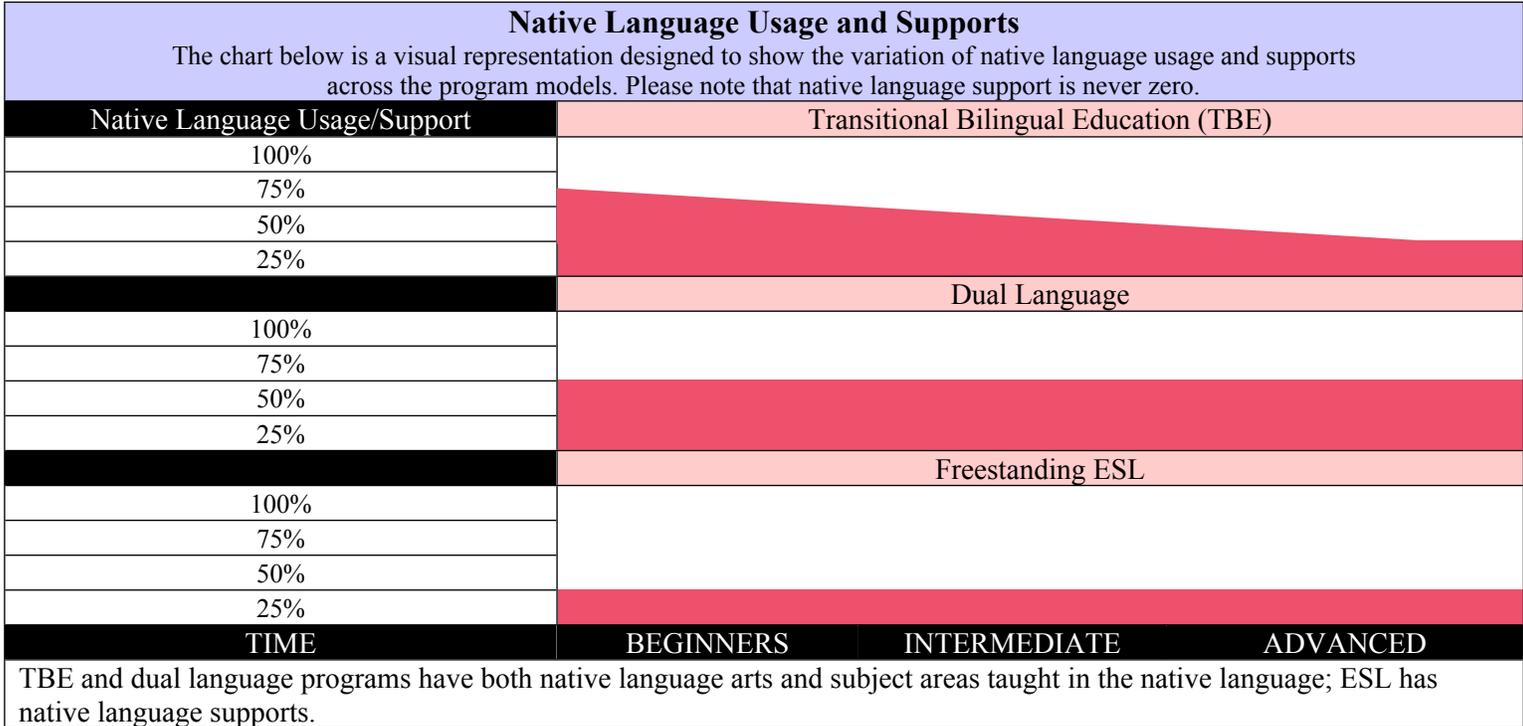
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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



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.

Paste response to question here:

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

Our current program provides instruction in line with the common core and is planned to help students meet the requirements of the NYSESLAT test and other courses

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

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

No programs/services for ELL's will be discontinued.

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

There is tutoring provided to any Ell during and after school. In addition, all Ells are afforded the same right as any other student in the school to all after school programs including Saturday Academy. All our programs are free for our students. We provide free breakfast and weekend metro cards for the students who attend our Saturday Language Enrichment program. Our Saturday program was developed by the ESL teacher to help our Ells with their language development. A diverse number of materials are used such as writing workbooks, textbooks, and vocabulary worksheets. Also, they are provided with help in any other content area course. For example, we work together on writing (devolping/organizing) their essays for their history, ELA or science classes. Our Saturday Academy Language Enrichment program is funded by Tittle III.

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

Our classrooms are equipped with SMARTBOARDS. Teachers use this technology to assist those students who are visual learners. Also, teachers have access to a computer room and the school library.

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

N/A

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

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.

At the beginning of the school year, our school offers freshmen orientation. During the orientation, students meet the staff and become acquainted with other students. Our new students meet upper classmen who work as mentors. In addition, students are given a brief tour of our buildings.

18. What language electives are offered to ELLs?

We offer French and Spanish as foreign language to those Ells who are at the advanced level.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

In all PD session we offer, we discuss how to address the needs of our Ell students. Our professional development focuses on differetiated instruction, scaffolding, and language development for Ells. All teachers have been trained in APEX learning. This program will allow teachers to use it to improve our students language skills. On November 13th our network held a PD training on the common core standards. Our school aides have increased their attendance outreach to ELLs. Our guidance counselors meet with ELLs to provide counseling and assistance. They hold meetings with the ESL teacher to review the students' progress, and they provide advice for our staff as how to deal with a student if he/she is having a difficul time coping with the changes. If a student is having difficulty in class, they talk to their teacher who then shares the information with their ESL teacher. Our school supports the teachers of Ells with teaching materials, and professional development.

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. Parents in our school, including parents of ELLs are involved in PTA meetings, our School Leadership Team, attending open school night, parent conferences, as chaperones on trips, and by communicating regularly with our teachers and guidance counselors. At our PTA meetings our guidance counselors provide information on curriculum, course requirements, college requirements, representatives from schools give presentations and information on scholarship opportunities. We have also had community programs such as a health fair, where local organizations come in to talk about the services they offer. This has included local health care facilities, firemen, and mental health agencies. Information was provided to parents in several languages.
 2. The network will hold a parent meeting for all ELL parents.
 3. We evaluate the needs of the parents through monthly SLT and PA meetings, from their responses on the learning environment survey and from their interaction with our staff.
 4. Our parental involvement activities address the needs of the parents by giving them a voice to address issues of concern or positive feedback they may have. We utilize their feedback in our planning. Very often the topics they express a need for become the focus of our PTA meetings. One example of this was when our parent coordinator organized a PTA meeting with a local insurance agency who talked to parents about healthcare. She also had someone from the DA's office share information about safety in the community and specifically about internet bullying and safety. This was because parents wanted more information on these topics.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q575** School Name: **Academy of American Studies**

Cluster: **2** Network: **CFN 202**

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.

Our school provides our ELL parents with various letters in their native languages. A report from ATS (RNMR) is run to inform our administration of how many different languages are spoken by our ELL's. The administration makes sure that our ELL parents receive such information in their native language. When parents visit our building, translation is provided by a staff member who speaks the same language. As we share the building with Newcomers high school, we also utilize their 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.

After obtaining the data from the ATS report, our teachers are informed of which students' parents in their class will need written translation and oral interpretation regarding their children's progress.

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.

Our staff uses Daedalus to send information to the parents about their children's progress. For our ELL parents, the teachers will send letters using codes in different languages. These letters are sent home with different messages in different languages. As a result, the parents contact the school and an oral translation will be provided between the teacher and parent. If necessary, we will use the DOE translation and interpretation unit services to send us translated written information in the parents' native language. The DOE boilerplate regarding translation is appended to documents which are sent home in English.

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

When parents visit our building, oral interpretation is provided by a staff member who speaks the same language. As we share the building with Newcomers high school, we also utilize their translation services. All oral interpretation services are provided in-house. Phone calls home are made by school messenger in several languages.

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 key documents will be available in multiple languages. The DOE translation service will be used. Records will be kept of which parents need language translation provided for by the DOE.

The parents bill of rights will be provided during PTA meetings, parent/teacher conferences and meetings the ELL teacher sets up with parents throughout the year. Interpretation notice signs will be posted in both the north and south buildings in multiple languages. The safety plan will contain procedures for ensuring that parents in need of language access services will have it.

Funds for language translation will be utilized to provide translation of memoranda, documents, and oral translation where appropriate. The school will work closely with the unit to ensure all requirements are met and all needs are filled.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Queens District: 30 School Number: 575 School Name: Academy of American Studies
Cluster Leader: Despina Zaharakis Network Leader: DIMAGGIO, NANCY Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 01/23/2013 Senior ELL CPS: Tatyana Ulubabova Additional Comments:		