Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: MILLENNIUM ART ACADEMY

DBN (*i.e. 01M001*): 08X312

Principal: HERMAN GUY

Principal Email: HGUY@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: NATHAN DUDLEY

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
Herman Guy	*Principal or Designee	
Juanita Claxton	*UFT Chapter Leader or Designee	
Elena Villa	*PA/PTA President or Designated Co-President	
Joseph Thomas	DC 37 Representative, if applicable	
Jayson Brown Janiese MCcullum	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Benvenuto Ferron	Member/	
Brendan Connolly	Member/	
Kathleen Soltero	Member/	
Julie Pozo	Member/	
Marilyn Cruz	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**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)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% increase in collective teacher performance in components 1e, 3b, as measured by *The Danielson Framework for Teaching*. You can either project a percentage increase in the total number of teachers who have a final score of 3 at the end of the year or an average of .20 (or something like that) increase from the collective score from the end of the first cycle of observations

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.
Based on our mock quality review, this year's unannounced and our classroom observations, a portion of our teachers are trending at the low end of the developing spectrum.

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. Initial Planning Conferences with all teachers to clarify instructional expectations and set goals for the year. 2. Regular observations to provide teachers with actionable, targeted feedback to enhance instruction. 3. Onsite Professional Development Sessions and outside Professional Development Opportunities
B. Key personnel and other resources used to implement each strategy/activity
Administrators, Lead Teacher, Instructional Lead, Talent Coach, PETRIE Grant, Network Support
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Teachers, effectiveness will be gauged by improved scholarship rate, credit accumulation, graduation rates, regent's results and classroom observations.
D. Timeline for implementation and completion including start and end dates
1. September 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Flexible programming, Hiring of Highly qualified staff members, Differentiated Professional Development

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

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**	**x**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Budget and resources alignment • TL Fair Student Funding (admin, teachers, counselors, aides, other) • Title I SWP (per-session for extended day, Saturday, and summer school, limited OTPS, other) • Title I SWP (per-session teacher and counselor, admin, other) • IDEA Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL Mandated Counseling Shared (youth development, guidance, crisis intervention, other) • TL NYSTL Textbooks HS											

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 August 2014, there will be a 2% increase in our overall credit accumulation as measured by the 2013-2014 NYC Progress Report.

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

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
Data, city progress to graduation tracker by cohort, STARS, Baseline assessments, Flexible Programming, Ilearn, credit needs assessment
B. Key personnel and other resources used to implement each strategy/activity
1. Guidance Counselor, Assistant Principals, Social Worker, Funding for Saturday school, Ilearn, Summer School,
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Bi-weekly progress reports, marking period data (we currently have 10), Guidance meetings, school wide grade data, meetings with teachers who have fewer than 75% scholarship data.
D. Timeline for implementation and completion including start and end dates
1. October 2013-August 2014 (Every marking period, data will be analyzed)
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Effective programming, evaluation of scholarship reports, academic conduct sheets

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

parental information

- Parent newsletters

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

Budget and resources alignment

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

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 August 2014, there will be a 2% increase in our graduation rate as measured by the 2013-2014 NYC Progress Report

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.

Did not make AYP for graduation – NYS Report Cards

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. Engage in ongoing review of student data of 2014 cohort, as well as all other cohorts (work and formative and summative assessments), Review of department, cohort, and Inquiry team action plans -

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

1. Guidance Counselors, social workers, Assistant Principals, Special Education Committee

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

1. Marking period data, regents data (January, June and August), Progress reports, ongoing transcript reviews.

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

1. August 2013-August 2014

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

1. Effective and flexible programming, periodic individual meetings, monthly parent meetings by grade level and cohort, program teachers with high passing regents results with repeaters, Network strategies.

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).

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

- On-going communication regarding programs, services, and academic supports that will enhance and support their child's skills and progress
- Training and materials to help parents work with their children to improve their achievement levels (e.g. literacy, math, and the use of technology)

- Opportunities for involvement in school-wide leadership activities such as the SLT, PTA, special projects and *events
- Written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Immediate and on-going outreach and guidance support to help parents swiftly address and support the academic, emotional, and holistic needs of their children
- *Special invites for parents to ALL school-wide events such as the arts and academic shows, as well as invitations to Saturday parent days with food, raffles, parental information
- Parent newsletters

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	x	Title III		Set Aside		Grants

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

Budget and resources alignment

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

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

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**
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**
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	Gear up program, regents prep, llearn	Small group, one-to-one tutoring, Homework Café, peer tutoring – extended day. All services are offered during the school day and after school.	During and after school. Saturday school
Mathematics	Gear up program, tutoring, regents prep, llearn	Small group, one-to-one tutoring, Homework Café, peer tutoring – extended day. All services are offered during the school day and after school.	During and after school. Saturday school
Science	Gear up program, tutoring, regents prep, llearn	Small group, one-to-one tutoring, Homework Café, peer tutoring – extended day. All services are offered during the school day and after school.	During and after school. Saturday school
Social Studies	Gear up program, tutoring, regents prep,l learn	Small group, one-to-one tutoring, Homework Café, peer tutoring – extended day. All services are offered during the school day and after school.	During and after school. Saturday school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students receive academic advisement and counseling, which includes reviewing academic needs and establishing and monitoring academic goals and objectives. All services are offered during the school day and after school. Beginning stages of PBIS	Students receive counseling to deal with social/emotional and academic barriers and are provided with support to overcome them. Social Worker provides students with referrals for long-term counseling when needed. All services are offered during the school day and after school.	During and after school. Saturday 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.					
x	**School Wide Program (SWP)**	**x**	**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).
Our school has two hour targeted professional development weekly on Fridays. The PD plan is aligned with the NYS CCLS and the Danielson Framework for Teaching.

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).

Parent Involvement Policy (PIP) Template

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;**

MILLENNIUM ART ACADEMY HIGH SCHOOL- 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.

SCHOOL PARENT COMPACT

Millennium Art Academy

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

- **We understand**: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

- **We understand**: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

- **We understand**: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

- **We understand**: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

- **We understand**: the need to provide quality curriculum and instruction.

- **We understand**: the need to deal with communication issues between teachers and parents through:

    - Parent –Teacher conferences
    - Reports to parents on their children's progress
    - Reasonable access to staff
    - Opportunities to volunteer and participate in their child's class
    - Observation of classroom activities

- **We understand**: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

Parent/Guardian

- **I understand**: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

- **I understand**: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

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

- **I understand**: the need for me to monitor my child's:
    - Attendance at school
    - Homework
    - Television watching
    - Health needs

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

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

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

_____ _____

Parent/Guardian Signature Date

•

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 8	Borough Bronx	School Number 312
School Name Millennium Art Academy		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Herman Guy	Assistant Principal Iris Witherspoon
Coach type here	Coach type here
ESL Teacher Bernadette McComish	Guidance Counselor Carmen Tieso
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Julie Pozo
Related Service Provider type here	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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	503	Total number of ELLs	30	ELLs as share of total student population (%)	5.96%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	1	1	1	5
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	**Newcomers (ELLs receiving service 0-3 years)**	4	**ELL Students with Disabilities**	12
SIFE	0	**ELLs receiving service 4-6 years**	13	**Long-Term (completed 6+ years)**	12

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	4	0	0	17	0	5	8	0	7	29
Total	**4**	**0**	**0**	**17**	**0**	**5**	**8**	**0**	**7**	29
Number of ELLs who have an alternate placement paraprofessional:										

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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										13	7	4	2	**26**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other										1	1	1		**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**14**	**8**	**5**	**2**	**29**

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)										3	1	0	0	**4**

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)										3	2	0	1	**6**
Advanced (A)										8	5	5	1	**19**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**14**	**8**	**5**	**2**	**29**

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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.
   Due to the fact that all of our students come from a previous institution, this year we looked at all of their previous test scores from middle school. In addition, we admistered the Peasrson Group Reading Aseesment and Diagnostic Evaluation, and summative and formative teacher made assessmnets based on current Common Core Standards.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Many of our newcomers struggle with all four modalities. Students who have recevied services for more than 3 years are mostly proficent in speanking and listening but continue to struggle with reading and writing. Students with disabilities have difficulty completing examinations, therefore preventing them from passing out of ESL.
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)
   Paste response to question here:
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?

As stated, our ELL population has been able to master proficiency in Speaking and Listening but they are constantly struggling with reading and writing. Most of our students are not literate in their native language. A team of select teachers work with students to ensure they are able to analyze data and program students based on needs. We have learned that most ELLs while not proficient in Native language benefit from modifications and supports including bilingual dictionaries, glossaries, and incorporating culture into the classroom.

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?
   The ESL teacher incorporates all aspects of language and culture by making sure the students home country is represented in the classroom and comes up in areas of content. Students compare their home language and culture to English and the ESL teacher makes strategic modifications to content curriculum.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   The ESL teacher uses formative and summative assessments that are both teacher made and standard according to mandates and compliance. For example, Regents, Pearson periodic assessments and teacher made materials based on the new Common Core Standards. Using item analysis teacher recommends appropriate programing. The ESL teacher also adminsters sample NYSESLATs throughout the terms.

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.)

   When a new student enters the school from outside of the city or from private school, the Pupil Personnel Secretary, Jeannette deJesus, immediately alerts the ESL coordinator, Bernadette McComish (ESL certified). The ESL coordinator sets up an immediate meeting with the parents and the student in order to conduct an informal interview and administer the HLIS. The ESL coordinator is assisted by Julie Pozo, the Spanish-English bilingual parent coordinator; when translation is needed in other languages, the school calls a translation service. If the home language is determined to be English or the student's only language is English, the student is not classified as LEP and will enter the general education program. If the home language is other than English, the student is promptly administered the LAB-R within 10 days by the ESL coordinator to determine his or her English proficiency level.
   Once administered the LAB-R, the coordinator can determine the appropriate placement for the student. If the student tested at or above proficiency, he or she is not considered an ELL and enters a general education program. If the student places below proficiency, the student's parents are called in once again for an informational meeting about ELL program choices. The bilingual ESL coordinator meets with the parents to discuss the three program choices, and shows the parents the video before having them complete the Parent Option form. If the parents do not select an option, the student is automatically placed in an ESL class. If the parent selects an option other than ESL (which is the only program MAA offers at this time), the school guidance counselor and ESL coordinator work with the parent to find an appropriate placement, meanwhile providing the student with the appropriate number of ESL classes for the students level.

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

   The Spanish LAB-R has not been adminstered as of yet, as all of our students have entered the DOE prior ro entering our school.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   Parents of newcomer students are called in for an informational meeting about the three program choices immediately after the HLIS process is completed and it has been determined that the student is an ELL. The ESL coordinator, with the assistance of the bilingual parent coordinator, Julie Pozo, share the Office of English Language Learners (OELL) produced materials to ensure that parents understand all three choices and can make an informed decision. The parents watch the informational video in their native language before completing the form. If the parent cannot attend a meeting in a timely matter, the ESL coordinator holds a meeting over the phone and sends the form home to be completed by the parent and returned to the school as quickly as possible.
3. 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].)
   At the beginning of each year, the ESL coordinator is responsible for sending out the appropriate entitlement letter to each family. She uses ATS reports to ensure that she is reaching each parent and providing the correct information. She uses the entitlement letters provided by the OELL, and makes sure that each family is receiving the letter in both English and their home language.
   It is always in the best interest of the school, the parent, and the student that an in-person meeting is held in order to discuss program options. However, the school understands that parents may not always be able attend meetings at school, and therefore makes every effort to accommodate them over the phone, through e-mail, and through letters. When the school sends forms such as the Parent Survey to a parent, we follow-up regularly through the above mentioned methods in order to ensure the return of the form. Electronic copies of Entitlement letters are save to the ESL Coordinator's computer. The Parent Surveys are given by guidance and the bilingual parent coordinator and the ESL Coordinator and entered into ATS. They are kept in a secure file cabinet in the main office.
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.
   Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The

scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

MAA High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students' parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet. Digital records and hard copies remain on file with the main office and ESL Coordinator.

The ESL Coordinator records all information in the ELPC screen and completes the BESIS report annually.

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.
In April through May the NYSESLAT is administered to all ESL students in separate sections. First, the speaking section is given to each student individually. A trained pedagogue scores the speaking based on the rubric provided and the ESL coordinator administers the assessment. During the the following week, the listening section is given to all ESL students. The reading section is given the following week with two trained pedagogues circulating. Finally, the wrtten section is admisnterd a week later and is scored by two trianed pedagogues who are not the students' ESL teacher or English teacher. Once results are available in ATS, the ELL Coordinator places students in their respective classes with the allocated number of minutes per compliance. If a student is absent they are given three days in which to make up the portion(s) of the test missed.
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. ⓘ
In the past years, MAA has provided services that are in alignment with parent choice. So far, that has meant providing ESL services only, as the school has not had a population of 20 students in a single grade whose parents chose the bilingual program option. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ESL coordinator, and parent coordinator work diligently to assist the parent in finding such an option.

There has been no change in parent trend as most of the parents want their children in ESL (English Only) programs.

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])?

1. a. MAA implements a Small Group ELL Instructional Program/Freestanding, self contained, ESL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: Expand literacy and academic language, AND Provide students with skills that will allow them to perform at city and state grade level in all subject areas. MAA programs ESL in a variety of ESL classes to meet their learning needs. All ESL students are programmed into one 5-day a week heterogeneous, ungraded ESL class taught by the ESL instructor. Also, all students are programmed for a 2-3 day a week grade-level, heterogeneous self-contained ELL resource room with the ESL instructor. The purpose of the resource room is to support mainstream content area classes. Finally, all beginner students, as well as low intermediate students who are determined to need the extra support, are programmed into a 5-day a week Beginner-level, ungraded class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

Free-standing ESL programs are offered in a Block Schedule. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their cours

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.

At MAA, ESL students are programmed to take mainstream English-language content area classes. However, students receive support in the content areas during their ESL resource room. Content area teachers also receive professional development from the ESL coordinator in order to learn delivery approaches and instructional strategies that are beneficial to ESL students.

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

Currently, students are not evaluated in their native language.

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

. Students with Interrupted Formal Education ("SIFE") are placed into ESL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

b. Beginner ELLs receive 549 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 49 minute ESL classes per day. Beginner ELLs are taught in small self contained classes, homogenously grouped according to proficiency level.

Instruction for Beginner ELLs is aligned with New York State ELA and ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate New York State ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

c. Intermediate ELLs (4-6 years) receive 369 minutes of ESL instruction per week. Students are placed in 96 minute block classes that meet daily in a pull-out setting. Students are programmed for small group instruction in are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with New York State ELA and ESL Standards.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are pulled out for two 90 minute blocks each week. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into heterogeneous groups based on proficiency level.

e. ELL students who are also identified as having special needs receive services from a special education teacher through Collaborative Taught and resource rooms. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met. Long term ELLs who have not passed the NYSESLAT take the exam annually until they have placed out. 8. Former ELL Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests. In addition all appropriate testing mosifications are alloted to former ELLs.

5. Across content, intervention services are implemented for ELLs through Grade Level Inquiry Teams. Grade teams select target population of students that include students from the lowest third, ELLs and Special Needs students. Teams developed targeted interventions that meet the needs of selected students. Teachers share concerns and data for students on each target population. Additionally, each grade team member is responsible for mentoring two or three students from the target population. Teachers meet with students regularly to ensure that students receive necessary academic and social support.

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?
   When ELLs struggle in their content area classes, they receive additional support through a variety of different measures taken by the school. MAA offers mandated C-6 programming during the day, in which students receive additional help from content area teachers. Additionally, after school homework help is provided. MAA will also offer a bilingual Saturday Academy class to assist struggling ELLs with their content area classes. All ELLs with disabilities are given strategically planned programs based on their IEP and their test scores, as well as teacher recommendations. All content teachers and CTT teachers give appropriate modifications for ELL-SWDs.
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?
   The ESL instructor works closely with the IEP coordinator to determine the best program choices for students with special needs. She implements special strategies that will benefit IEP students. All IEP students receive support through the Special Education

department. The students also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students. If the student needs additional support or assessments are made after the summative assessments are received the ELL coordinator works to change the schedule of the student as needed.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

The data shows that the passing rate is better for Science and Math, which have less emphasis on reading and writing. ELL students struggle most with the Comprehensive English, the US History, and the Global Regents Exams. The school is working to provide ample opportunities for the students to receive extra help in these content areas to help them pass the exams. Students are also given time during their ungraded resource room to complete labs for science, quizes in history, essays and packets for ELA, and math worksheets. At this time students are also free to get extra help from any of their content teachers.

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

MAA evaluates the success of our programs for ELLs based on a number of factors: pass rates on required exams, credit accumulation, teacher, parent, and student anecdotes, and student participation in school life. Over the past two years, the pass rate on the Comprehensive English exam has improved. The credit accumulation rate for ELLs has been steadily improving with each cohort. Also, ELL students are participating at unprecedented rates in school programs such as Student Government, sports teams, and after-school clubs.

The school takes ELL participation and achievement very seriously, and studies all data related to the efficacy of the program in order to see what changes need to be made immediately, or in the following year. One example of this is that after viewing the need for ELL students to improve in their performance in English and History classes and exams, the ESL coordinator created grade-level, content-driven ESL resource rooms for the students. These classes focus on building necessary skills for success in the content areas, and also provide support for the students to do well in their classes and on their exams. So far, these classes have been successful in increasing student performance and confidence level. The staff at MAA will continue to evaluate data (both tangible and intangible) to determine the best course of action for servicing our English Language Learners.

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

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

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

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

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

ELLs are informed of and encouraged to join any and all school programs. Many participate in clubs and sports teams. The school has after school and supplemental academic services specifically for ELL students, but ELLs also participate in other mainstream supplemental services when that is appropriate. ELLs are always invited to join one of the schools many afterschool clubs such as game club, art club, dance, and student government.

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

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

- Power Up Reading for special needs and long term ELLs (includes a technological component).
- Keys to Learning for Newcomer ELLs (includes a technological component).
- Words Their Way for English Language Learners for all ELLs.

- Various videos, songs, and multimedia deviecs such as ipads, digital recorders and cameras are used for experiential learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The ESL coordinator works hard to ensure that all instructional services and resources are age- and grade-appropriate for ELLs. Even when a student is an absolute Beginner in terms of English language proficiency, material is never "dumbed-down," but instead is modified so that all students can have access to the same level of intellectual rigor.
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.
    Every summer, the ESL coordinator contacts the families of newly-enrolled ELL students to introduce herself and discuss the ESL program at MAA. The families are invited to a new student information session, where they receive information about the school and are introduced to current students. Furthermore, the ESL coordinator alerts families to summer programs for ESL students and gives parents suggestions about what they can do to ensure that their children keep learning over the summer.
18. What language electives are offered to ELLs?
    At this time, the only language class offered to students at MAA is Spanish. However, the school is working to build capacity in order to offer more language classes. When students express interest in other languages, the ESL coordinator and guidance counselors help them look for information about outside language programs.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A:

C. Professional Development and Support for School Staff

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

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

In addition outside professional development, school based professional development is offered every Friday during the 2013-14 school year from 12:30-2:30. Administrators, teachers, and support personnel deliver professional development on various topics. All MAA staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

2. At this time, only the ESL Coordinator attends workshops that focus on ELL support. ELL coordinator meets with content teachers and admisters an ELL PD with materials to assist teachers with ELLs in content classrooms. ELL coordinator works with teachers to modify content based on what was learned at Common Core aligned PDs.

3. ELL students transitioning from middle to high school receive instruction in small self contained classes at MAA High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, MAA is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide(and foreign language teacher. The guidance office assists the ELL Coordinator in building community and friendships with other students by having small gatherings during lunch. In addition, when students reach 11th grade the ELL coordinator along with guidance helps students visit colleges and fill out college applications.

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

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners. Hard and soft copies are kept in the office and on the computer of the ELL coordinator.

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

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

3.The school evaluates parent needs by asking for and listening to parent comments through the SLT, PTA, and Parent-Teacher Conferences. MAA also looks closely at the yearly Parent Survey to better understand the parents' needs. The parent coordinator provides translation and assistance when ELL parents' need to be informed or called about report cards, attendance, etc.

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

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.

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
	Other		1/1/01
	Other		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: 08x312 **School Name:** Millennium Art Academy

Cluster: _____ **Network:** 406

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

Part A: Needs Assessment Findings

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

We utilitze the bilingual parent coordinator, Network support, phone messenger and we reach out to campus support staff to assist us when needed. Data used regularly is the language survey.

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.

n/a

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.

n/a

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.

n/a

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.

n/a