Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: ACADEMY FOR COLLEGE PREPARATION & CAREER EXPLORATION

DBN (*i.e. 01M001*): 17K382

Principal: DORIS UNGER

Principal Email: DUNGER@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: **CRISTINA JIMENEZ**

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
Doris Unger	*Principal or Designee	
Claude Atkinson	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Cecilia Andrew	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ngozi Akbar	Member/ Teacher	
Andrea Wright-Cunningham	Member/ Teacher	
	Member/ Student	
	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
Icon Bell	Member/ Paraprofessional	
	Member/ Parent	
	Member/ Parent	
	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.

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, our school will move to improve teacher effectiveness through low inference, evidence based feedback focusing on Competencies 3b, 3c, and 3d with a 3% increase in teacher MOTP ratings.

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.
Through the analysis of Advance data from 2013-14, teachers need to improve areas of questioning, student engagement and assessment in domain 3 of Danielson.

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. Review of Advance Data
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principals, Teacher Mentors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Item analysis of Advance entries to determine professional development needs for individual teaching practitioners as well as meeting school wide needs
D. Timeline for implementation and completion including start and end dates
1. September 2014 to January 2015 and February 2015 to June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Administration will utilize the Advance template to provide written feedback to teachers 2. Enter observations in Advance screen 3. Perform an item analysis of Advance data 4. Develop, revise and execute a PD Plan based on January 2015 Advance item analysis

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In school year 2014-2015 to increase the time dedicated to professional development to further support teachers in Common Core Learning Standards in the middle and high school in all subject areas.

Comprehensive Needs Assessment

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

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. Provide teachers with common planning time to develop lesson plans that are aligned to the common core instructional shifts
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, assistant principals, teacher mentor, and professional development conducted by CFN 402, NYC DOE common core workshops, and Teacher College Workshop.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Base line assessment, formative and summative assessments. Effectiveness and impact of the targets will be evaluated through analysis of student's report cards, student progress report, and student inquiry work.
D. Timeline for implementation and completion including start and end dates
1. By September 2014 base line assessments will be completed. Teacher will work in vertical and grade teams to analyze the data in order to identify student's needs and support student's achievement through differentiation and drive their lesson planning. 2. By May 2015 all assessments will be completed.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
School net, running records, New York City performance series, Castle Learning, midterm and finals. *Throughout the year, teacher observations will include level of rigor referencing CCLS.* *Teacher's College will continue to differentiate the PD for teachers with various experiences in the CCLS.* *Administration will support teachers by reviewing tasks, enforcing deadlines, and collecting students' work.* *Common Planning agendas and Teacher's College agendas will reflect the PD to support teachers. Classroom observations will reflect CCLS shifts*

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).
The school will host parent workshops on CCLS for parents of ELL, Special needs and General education students. Translation services will be provided.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, to increase credit accumulation and scholarship rate for our lowest third by 3% as compared to 2013-2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
An analysis of our scholarship report, Regents results and based on the recommendations found in our 2013-2014 Quality Review, the school has identified a need to improve teacher pedagogy. Through the implementation of the Teaching Effectiveness Program, feedback is provided to teachers addressing specific competencies.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
• *Increasing differentiation of instruction to address all student needs* • *Provide after school and Saturday programs for academic support through Achieve Now Academy budget* • *Provide tutoring during lunch time* • *Provide targeted student support from guidance counselors* • *Analyze mock Regents Results to identify skills and areas of content that students need additional support* • *Analyze Base Line Assessment Results to identify skills that the students are deficient* • *Analyze College Board Test Results (SAT and PSAT results)* • *Analyze Attendance Reports/Per Periodic Attendance; identify patterns in attendance; identify patterns in subgroups* 2.
3. Key personnel and other resources used to implement each strategy/activity
Administrators, guidance counselors, teachers, teacher mentor, achievement coach, paraprofessionals, and CFN 402 support staff •
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The Lowest Third
5. Timeline for implementation and completion including start and end dates
September 2014 – June 2015 Inquiry Team Meetings Weekly;Classroom Observations Monthly;Common Planning Bi-Weekly;Lunch Time Tutorin;Technology based plan to assist students in need of credit accumulation;Weekly Attendance Meetings;Guidance Interventions *December 2014, March 2015, and June 2015 Review of Scholarship Reports for Report Cards and Progress Reports per Trimester* *January 2015 Review of Regents Results* *December 2014 and May 2015 Mock Regents Exams* *November 2014-May 2015 Middle School After school and Saturday Program*

November 2014-June 2015 High School After School and Saturday Program

1.

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

- To achieve this goal, the following instructional strategies and practices will be implemented:
- *Monthly Inquiry team meetings – implement targeted strategies identified by vertical and horizontal grade teams*
- *Continue to Increased use of technology for teachers to supplement and support academic growth*
- *Identify and provide common planning time for teachers and paraprofessionals*
- *Use the Trimester Model to Accommodate Student Needs*
- *Continue to analyze scholarship, Regents and Progress Report grades and pass rates*
- *Provide regular Teacher Feedback, formal and informal*
- *Analyze prior year's scholarship reports*
- *Analyze prior year's Regents results reports*
- *Analyze Mentor Feedback*
- *Analyze Vertical and Horizontal Team Feedback*

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).

The administrators, teachers, guidance counselors and social workers will continue to invite individual students and their parents to the school to discuss academic, social –emotional as well as cohort specific topics. Translation services will be provided as needed.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, the results of the Global regents will increase by 3%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our Global regents scores were low compared to our other exam scores. We are devising individual plans for our 3rd and 4th year cohort to support them to pass the Global regents exam with 65 or better. Our Global scores have had a direct impact on lowering our graduation rate to 63%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Our high school students taking the Global regents will be provided after school, lunchtime, and Saturday tutoring to prepare for exam.
2. Key personnel and other resources used to implement each strategy/activity
3. Administrators, Global and English teachers, guidance counselors, CFN 402 achievement coach
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students taking Global regents this year: Uniform Mid-terms, Finals, Formative and Summative Evaluations, Report Cards
5. Timeline for implementation and completion including start and end dates
September 2014-June 2015: Common Planning; Regents results in January, June, and Aug for 2015;Teacher Observations Formal and Informal; January, June and August 2015 review Regents Results and Item Analysis for Exams
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher will use item analysis from previous regents exams to identify areas of focus 2. Guidance Counselors will review cohort data to target 11th and 12th graders who need small group tutoring after school and on Saturdays 3. During classroom instruction, all Global classes will have a writing element daily, teachers will engage in developing tasks that are aligned to the NYS regents exams, and look at student work to norm grading across the school 4. Teachers will continue to meet in vertical teams to create document based questions and to develop thematic and/or DBQ essays. 5. English teachers will collaborate with Global teachers to develop cross curriculum strategies to support success on the essay portion of the

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).
The administrators, teachers, guidance counselors and social workers will continue to invite individual students and their parents to the school to discuss academic, social –emotional as well as cohort specific topics. Translation services will be provided as needed.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**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.
By June 2015, increase Middle school student progress on New York State common core learning standards assessment by showing a 5% growth among our lowest third.

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.
Our Middle School Snapshot Report and teacher NYS exam analysis shows a significant decline in student growth.

Instructional Strategies/Activities

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

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

1. Weekly Inquiry team work meetings
2. Targeted professional development for middle school teachers
3. Total Immersion of Common Core aligned curriculum, CODEX, CMP3, and other teacher and student Common Core aligned materials.
4. Teacher manuals, student's workbook, instructional common core aligned materials.
5. Classroom inter-visitation, network school and city wide school
6. Strategic hiring practices through network with private and City University school of education
7. CBO
8. ANA

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

Principal, assistant principal, teacher mentor, CBO cite director, college teaching assistants

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

1.

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

1. September 2014
2. May 2015

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

- *Conduct conferences with individual teachers to develop teacher goals.*
- *Tutoring groups for targeting students who at Level 3 and Level 4 Proficiency.*
- *Offer parent classes that will assist parents with helping students at home.*
- *Provide Professional Development to teachers on increasing rigor in the classroom.*
- *Provide teachers professional development for teachers on differentiation.*
- *Professional development on implementing CCLS in the classroom.*

Timeline Implementation:

September 2014-June 2015 Create and review teacher goals;Professional Development from CFN to implement task and offer sample tasks for use in classroom; PD on differentiation and rigor

October 2014-April 2015 After school and Saturday Tutoring

March 2015 Parent Classes

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	1 ½ hours of instruction in the Middles School 1 ½ hours of instruction for 9th graders for the bottom third Regents Prep classes Writing electives	Single gender classes in middle school	During and after school
Mathematics	1 ½ hours of instruction in the Middles School 1 ½ hours of instruction for 9th graders for the bottom third Regents Prep classes	Single gender classes in middle school	During and after school
Science	Castle Learning	All grades – 6-12	During and after school

	UA Wizard	Middle School Science	
Social Studies	Castle Learning	All grades 6-12	During and after school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Advisory for 1st year high school students Social Worker Guidance Counselor Health Clinic Services	All grades 6-12	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

Indicate with an "X" your school's Title I Status.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**		**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.
First year teachers are assigned Mentors On an as need basis, the mentor will work with 1st year teachers more than 1x per week On an as need basis, mentors will be assigned to veteran/tenured teachers Teachers as encouraged to attend off-site professional development The school maintains communication with school liaisons of our teachers who are in graduate school

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 17K382

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.				
Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$369,088.83	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,521,803.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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 17	Borough Brooklyn	School Number 382
School Name ACPCE		

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 Doris Unger	Assistant Principal Lyndon Charles
Coach Heather Newman	Coach Nicola Anderson
ESL Teacher Roberta Chacon	Guidance Counselor Edylane Ghrael
Teacher/Subject Area Maureen Stephens/Spanish	Parent type here
Teacher/Subject Area Lisa Lewis/Math	Parent Coordinator Kathleen Riley
Related Service Provider Pamela Washington	Other type here
Network Leader(Only if working with the LAP team) Cristina Jimenez	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	34	ELLs as share of total student population (%)	6.39%

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							3	3	3	3	3	3	3	21
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	3	3	3	3	3	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	**Newcomers (ELLs receiving service 0-3 years)**	23	**ELL Students with Disabilities**	7
SIFE	5	**ELLs receiving service 4-6 years**	4	**Long-Term (completed 6+ years)**	7

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	24	4	0	4	0	2	7	1	5	35

	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
Total	24	4	0	4	0	2	7	1	5	35
Number of ELLs who have an alternate placement paraprofessional: 1										

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
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							2	0	2	5	1	0	0	**10**
Chinese							0	0	0	0	0	0	0	**0**
Russian							0	0	0	0	0	0	0	**0**
Bengali							0	0	0	0	0	0	0	**0**
Urdu							0	0	0	0	0	0	0	**0**
Arabic							1	0	0	0	0	0	0	**1**
Haitian							1	2	2	4	4	3	3	**19**
French							0	0	0	0	1	0	0	**1**
Korean							0	0	0	0	0	0	0	**0**
Punjabi							0	0	0	0	0	0	0	**0**
Polish							0	0	0	0	0	0	0	**0**
Albanian							0	0	0	0	0	0	0	**0**
Other							1	0	0	1	0	0	1	**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**2**	**4**	**10**	**6**	**3**	**4**	**34**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	1	1	3	2	1	0	0	**8**
Intermediate(I)	0	0	0	0	0	0	1	0	1	5	3	1	2	**13**
Advanced (A)	0	0	0	0	0	0	3	1	0	3	2	2	2	**13**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**2**	**4**	**10**	**6**	**3**	**4**	**34**

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3		1		4
6					0
7					0
8	7	2			9
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	3								3
6	3		2						5
7			1						1
8	5		2		1				8
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	1		1						2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5		1	
Integrated Algebra	13		10	
Geometry	6		1	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	5		0	
Living Environment	10		3	
Physics				
Global History and	8	1	5	0
Geography				
US History and	6	1	2	0
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)								
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.

   The students' reading levels are assessed by the Teacher's College Reading Assessments. The data have shown us that the most ELLs need literacy instruction to be able to read at content textbook level. ELLs with IEPs show reading levels that are several grade levels behind the students' grade placement. This has necessitated an emphasis on early literacy skills in the ESL classroom and a

differentiation of materials and scaffolding support for ELLs in the content classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data reveal that students have a higher proficiency in speaking and listening than in reading and writing. There are students who have reached the level of proficiency in speaking and listening but may be at the level of proficiency of beginner, intermediate, or advanced in reading and writing and thus must continue to receive ESL services.

Across the grade levels, there's a high degree of variation. There are beginning, intermediate, and advanced students across the grade levels. There are newcomers ELLs in both junior high and senior high grades. There are intemediate and advanced students across the grade levels. Length of time in the US is a better indicator of proficiency level and scores on the NYSESLAT than grade level.

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)

These patterns indicate where there needs to be an emphasis on instruction. Our school emphasizes reading and writing across the curriculum to target the weaker modalities of reading and writing on the NYSESLAT. All of the skills are practiced in each class every day.

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?

Almost all the ELLs at our school take their exams in English either due to their preference or due to the unavailability of the exams in French or Fulani. Across the proficiency levels, a low percentage of our ELLs passes their Regents exams.

The ELL periodic assessments reveal more about the proficiency and progress of ELLs with lower proficiency than ELLs of higher proficiency as the exams do not reach the same level of difficulty as the NYSESLAT. The native language is not used for the periodic assessments.

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*.)

Our school is grades six through twelve.

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

The ESL teacher places each student in a group according to his/her langauge proficiency. The materials the child uses are appropriate for the child's level of acquired English. To develop second langauge skills, all four modalities of language learning are targeted in each class. Textbooks have been carefully chosen that will challenge the student yet make learning attainable. Textbooks are Common Core Standards-aligned so that the students are on pace with their peers in corresponding ELA classes. All lessons are planned with a focus on meeting state and Common Core standards in ELA and ESL and with an emphasis on rigor and setting high expectations for learning.

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?

Our school does not offer a dual language program at this time.

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

The success of our programs for ELLs is based on the data from the NYSESLAT test scores and the number of ELLs passing their Regents exams. Our ELLs consistently show an increase in test scores and each year we have students who are able to fully transition to ELA classes after reaching proficiency in all four modalities on the NYSESLAT.

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.)

   Upon an ELL student's entry to ACPCE, the accounting secretary distributes the Home Language survey which is comleted with the assistance of a pedagogue. The parent coordinator, the guidance counselors, and the ESL teacher are informed of an incoming ELL. Within ten days, the LAB-R is adminstered by Roberta Chacon, a certified ESL teacher. Spanish-speaking students are also given the LAB in Spanish by Mrs. Maureen Stephens, certified Spanish teacher. Mrs. Chacon also administers the NYSESLAT in the spring after attending professional development for test administration. An informal interview ascertains whether the student can answer basic questions about name, address, grade, length of time in the US, and phone number, if the student can understand and use present, past, and future tenses, and if the student has command of phrasal verbs and idioms.

   Parents are informed of the three possible langauge program choices upon registering their child at ACPCE. The materials are provided in other languages. After watching a video describing the three programs, parents make their choice. Freestanding, self-contained ESL classes are the only program choice at ACPCE and parents are informed that a search will be done for a school that has their program of choice if they choose TBE or a Dual- Language program. They are informed by certified ESL teacher Roberta Chacon by letter. The letter is in the langauge indicated as their language of choice on the HLIS or the language of choice noted in the admissions process.

   Our school offers self-contained ESL classes as the number of sudents of one language and in a narrow grade range grade needed to create a bilingual program is not met. At this time, there are no plans to create another program model in addition to self-contained ESL.

   RLAT reports from ATS are used to determine which students are eligible for NYSESLAT testing. This data is cross checked with that of students who have been here less than two years and new admits not yet in the ATS system.

   The protocol for distributing the Parent Survey and the Program Selection Forms is the survery and the form are given in the admission process. These records are kept by the guidance couselors who act in conjunction with the certified ESL instructor, Roberta Chacon, to inform parents of their choices, the programs, and program availablility. To ensure parents understand the offererings and their rights, over the phone interpretation is offered.

   NYSESLAT and LAB-R scores determine the number of minutes of ESL instruction as per guidelines in CR-154.

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 are provided with unbiased information about the three possible langauge program choices upon registering their child at ACPCE. The materials are provided in other languages. After watching a video describing the three programs, parents make their choice. Freestanding, self-contained ESL classes are the only program choice at ACPCE and parents are informed that a search will be done for a school that has their program of choice if they choose TBE or a Dual- Language program. They are informed by certified ESL teacher Roberta Chacon by letter. The letter is in the langauge indicated as their language of choice on the HLIS or the language of choice noted in the admissions process.

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

   The protocol for distributing the Parent Survey and the Program Selection Forms is the survery and the form are given in the admission process. ESL Teacher Roberta Chacon meets with the parents of incoming possible ESL students. After completing the HLIS, if a langauge other than English is indicated, then the parents are informed of their program choices should their child need ESL based on the test score on the student's English proficiency exam. As part of the registration process, after viewing the program selection video, the parent survey and program selevtion form are completed and collected. After LAB-R (soon to be NYSITELL) testing, the parents are informed of the student's status as an ELL. These records are kept by the guidance couselors who act in conjunction with the certified ESL instructor, Roberta Chacon, to inform parents of their choices, the programs, and program availablility. To ensure parents understand the offererings and their rights, over the phone interpretation is offered.

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.

   Within ten days of entry, students identified by their HLIS as possible ESL students are administered the LAB-R. Those identified as Spanish-speaking are also administered the Spanish LAB. The LAB-R is hand scored at ACPCE by ESL teacher Roberta Chacon. Based on the composite score, each student's guidance counselor is then informed of the number of minutes the student needs of ESL per week based on proficiency and as per CR Part 154. The parents are then informed by a letter in the language indicated on

their HLIS as to their child's placement (or not) in ESL and how many minutes their child will recive of ESL (if receiving).

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 the spring, the ESL teacher attends PD to stay abreast of any changes to the NYSESLAT and for practice with scoring procedures. This training is then turnkeyed to the teachers chosen to score the speaking (oral) and the written parts of the exam. Impartial listeners who have been trained in the scoring procedures score the speaking section of the exam which is given to the students first. When the other parts of the exam arrive, the students are then given the other sections of the exam, the reading, writing, and listening portions. One section is given per day. Students have directions and/or test questions read in compliance with the provisions of their IEPs. Upon completion, trained scorers who are not the students' teachers score their writing. At this point, all the test documents are sent to the testing center to be machine scored and entered into the data system. The RLER report on ATS informs us of who is eligible to take the test.

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.

   All parents of incoming students, upon learning of the three models available, have chosen the free-standing self contained ESL model that is offered at ACPCE. Therefore, the freestanding ESL model offered is in alignment with the choices of our parents.

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])?

    1a. The model at ACPCE is self-contained ESL. 1b. There are three ESL classes based on proficiency given each day: beginner, intermediate, and advanced. The students who are identified as beginning and intermediate in their langauge proficiency attend two periods of ESL per day in the 'beginner' and 'intermediate' class. Students identified as having advanced level proficiency take the advanced level course. Due to programming constraints, some advanced proficiency students attend the beginner or intermediate level class. The ESL teacher provides work at their level.

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)?

    a. Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL program as per CR Part 154. All beginning students have two sixty-two-minute periods of ESL each day four times per week and one day of two 48-minute periods of ESL, thus meeting the requirement of 540 minutes per week for beginning ELLs. All intermediate students have two 62-minute periods of ESL each day four days per week and one day of two forty-eight-minute period of ESL, thus meeting the requirement of 360 minutes per week for intermediate ELLs. All advanced students have one 62-minute period of ESL per day four days a week and one 48-minute period of ESL one day a week as well as one 62-minute period of ELA instruction four times per week and one day of a 48-minute period of ELA one day a week, thus meeting the requirement of 180 minutes of ESL instruction and 180 minutes per week of ELA instruction. Since the only program model at ACPCE is Self-Contained ESL, NLA instruction is not offered.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

    The ESL teacher uses a range of instructional methods to ensure that students are building comprehension across all content areas along with linguistic knowledge, development, and performance in English. All units are thematic-based and designed around an essential question. The essential question is then explored and developed through all genres of literature, including fiction, content-area texts, informational readings, poetry, historical non-fiction, and drama. In addition, ESL texts and teacher-generated ESL lessons are utilized to teach English across all content areas.

    By meeting with content area teachers by grade level and by subject area, the ESL teacher learns which material needs scaffolding support in the ESL class and suggests differentiation and scaffolding that can be put in place in by the content teacher in order to provide the ELLs with access to the content curriculum.

    All content at ACPCE is delivered in English. Some support in Spanish is given in the ESL classroom. The ESL teacher does not speak Haitian Creole, Arabic, Fulani, or French, so English is the mode of communication in the ESL classroom as well.

    The native language is supported by the availibility of bilingual dictionaries and glossaries, homogenous language groupings, online bilingual resources, bilingual textbooks, and the pairing of a same-language 'buddy'. The ESL teacher, Roberta Chacon, is also able to provide Spanish interpetation and translation. Students can strenghthen their Spanish and French skills thorugh advanced language classes at ACPCE (for Spanish) and through a partnership with other schools on the Erasmus campus (for French). Students can take a Regents exam in Spanish or French.

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

    At this time, the LAB in Spanish is the only first language assessment that has been used this year.

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

    The fall and spring New York City ESL Assessment and the NYSESLAT assess all language modalities. The students are also assessed in all four modalities throughout the year in ESL class. The students produce writing in journals three to five times a week in addition to writing paragraphs, essays, and short responses in both classwork and for homework.The Milestones textbook series offers a variety of listening exercises. Students also listen and respond to other material presented aurally such as videos and recorded textbooks. The students have the opportunity to speak in pairs, small groups, and in class activities. Students give oral reports, present skits, and make short speeches. Students use oral skills in jigsaw activities. Students reading is assesssed in the areas of fluency and comprehension. Students are assessed by the Teacher's College reading assessment in the fall and the spring to determine their independent and guided reading levels. Students demonstrate their ability to use a variety of reading strategies through reading activities in their ESL textbooks and in their ability to apply those strategies to authentic material such as that

presented in their content textbooks.

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).

6. a. Instructional plan for SIFE: Educational interventions are written and implemented for all SIFE at ACPCE. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject area. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow him or her to experience academic success. The ESL teacher's lessons will introduce and build upon the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during and after school.

b. Instructional plan for newcomers: Newcomers particiapte in our Balanced Literacy Program at ACPCE. In ESL class, the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practice in mini-lessons which are followed by group, paired, and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

c. Instructional plan for ELLs receiving 4-6 years of ESL service:

Students receiving 4-6 years of ESL service are identified by the ESL teacher, content area teachers, and guidance counselors using the available student data reports. The teachers and counselors meet to discuss the student's current academic track record and potential graduation date. In addition, most of these ELLs attend after school in order to meet the academic graduation requirements.

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4-6-year ELLs, these students are tracked and discussed on a monthly basis by their ESL teacher, content area teachers, and guidance counselors.

e. In years one and two after testing proficient, ELLs continue to have extended time on their exams and their exams, when possible, are made available in the native langauge. Content area teachers and the ESL teacher continue to discuss the progress and any academic needs of the former ELL. Langauge support is still provided through bilingual glossaries and dictionaries. Former ELLs may also attend afterschool ESL classes to help them prepare for Regents exams and for homework assistance.

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?

    7. Instructional plan for ELLs identified as having special needs: Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ESL classes. Needs are met according to the parameters of each student's IEP. There are no ESL students are ACPCE whose IEP requires bilingual services.

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?

    Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance. Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ESL classes. Needs are met according to the parameters of each student's IEP. There are no ESL students are ACPCE whose IEP requires bilingual services.

    The only Special Education model at our school is ICT. Students are scheduled for Resource Room for assistance in Math and English and to meet their IEP goals. Thus, for all their other content classes, students with IEPs are placed with their Genral Education peers. In addition, short counseling sessions and extra help are scheduled during lunch periods to maximize the number of class periods studnets with IEPs are in Gen Ed classes.

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
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**
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.

   Two different afterschool models are provided to our ESL students. There are afterschool classes for an hour and a half a day four days a week for extra help in content classes for all high school Regents classes. There are three-hour classes four days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered on ly in English.

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

    The ELLS at our school show an increase in langauge proficiency on their yearly NYSESLAT. The number of ELLs not passing their Regents exam show that more support and intervention are necessary.

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

    New Common Core-aligned textbooks are being used in the ESL class. Common planning meetings allow for the ESL and content teachers to meet and discuss supports, strategies, and specific student needs.

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

    There are no plans to discontinue any programs or services.

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

    All students in our school may attend afterschool classes and particiapte in any sports, school activities, or student government. Students receive letters that are distributed to the student body regarding any special activities. These letters are discussed in the ESL class to ensure student comprehension. Parents also recived phone calls and letters describing afterschool programs.Two different afterschool models are provided to our ESL students. There are afterschool classes for an hour and a half a day four days a week for extra help in content classes for all high school Regents classes. There are three-hour classes four days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered on ly in English. There

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

    All the classrooms as at ACPCE have access to smartboards and laptops. There are ESL Common Core aligned textbooks used in each of the classes. Pearson titles include Edge, Milestones, Reading Adventures. Gateway to Science and to Social Studies are used to support content science and social studies classes. The classroom library has books from a variety of genres across a range of reading proficiencies. Many books in our library have accompanying CDs so the students may listen and read. Videos that accompany the Reading Adventures books provide additional content to each thematic unit.

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

    Bilingual dictionaries and glossaries are supplied. School letters to parents are translated into the preferred language as indicated on the students' HLIS.

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

    Materials used are appropriate to both the child's age and level of English proficiency.

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.

    There are currently no activities offered for newly enrolled ELLs.

18. What language electives are offered to ELLs?

    Our school offers Spanish, including advanced level and AP.

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)?

    Our school does not offer a dual langauge program at this time.

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.

. All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, QTEL Workshops, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at the trainings and workshops is shared with all other teachers thorugh brochures and faculty meetings.

Beginning in January of 2014, all personnel who work with ELLs will attend Jose P mandated PD at ACPCE. The PD will be conducted by the ESL instructor Roberta Chacon or AP Heather Newman. The goal for instructors is to better prepare content area teachers to provide points of entry through scaffolding in their lessons. The goal for support staff is to understand the unique educational needs and challenges of ELLs who may lack not only language skills, but may have an interrupted or a lack of formal education. Support of ELLs is also discussed at common planning time which is attended by teachers, principals, and guidance counselors. Attendance at PD is recorded through sign in sheets and official records will be kept in each teacher's file. An official letter will be given to each instructor and staff member upon completion of the 7.5 hours (10 hours for Special Education teachers).

2. Prior to the beginning of the school year, the ESL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school.

3. All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in evey lesson in every subject area. Content are teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students' cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons.

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. Parental involvement in the programs and activities is critical to the succcess of the programs and the children. At PTA meetings and at workshops created for parents of ELLs, assistance is provided to parents of children served by the school, as appropriate, in understanding their rights and choices as parents of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessments, how to monitor their child's progress, and how to communicate and work with educators. Bilingual faculty will be on hand for interpretation and any materials disseminated will be available in the home langauges of our ELL popluation.

The school coordinates and integrates parental involvement program activities with Head Start, Reading First, Even Start, and the Parents As Teachers Program. Participating in activities, such as the parent resources centers, is also highly encouraged.

The needs of parents are continually evaluated through communication between the content area teachers, the ESL teacher, the parents, administration, and the parent coordinator. PTA meetings, parent-teacher conferences, and ESL organizational meetings provide ample opportunities for discussion regarding needs of the parents and their children. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents the requirements for graduation and how to evaluate each individual child's progress.

The first organizational meeting for non-English speaking parents and all parents of ELLs is always held at the end of August. Follow-up meetings about graduation requirements, scholarships, the college application process, etc., are held throughout the school year. Bilingual staff is on hand for interpretation and any materials distributed will have been translated into the languages of our ELLs.

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.

Our ELLs in junior high are also offered afterschool classes to prepare them for their state exams and to develop their language and literacy skills.

The ELLs also participate in three field trips a year to zoos or museums. Lessons are created around the trips to use the experience to devlop language skills.

Part VI: LAP Assurances

School Name: ACPCE		School DBN: 17K382	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doris Unger	Principal		11/14/13
Heather Newman	Assistant Principal		11/14/13
Kathleen Riley	Parent Coordinator		11/14/13
Roberta Chacon	ESL Teacher		11/14/13
	Parent		1/1/01
Amanda Tobar	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		1/1/01
Hyacinth Rowe	Coach		11/14/13
	Coach		1/1/01
Edylane Ghrael	Guidance Counselor		11/14/13
M. Cristina Jimenez	Network Leader		11/14/13
Lyndon Charles	Other Assistant Principal		11/14/13
Nicola Anderson	Other Assistant Principal		11/14/13
	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: 17K382 **School Name: ACPCE**

Cluster: DSSI CLuster 04 **Network: 504**

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.

The language data are collected through a number of means. Upon entering ACPCE, the parents of ELLs fill out the Home Language Survey. The home language data is recorded in ATS, on the emergency contact cards, and in ARIS. The ESL teacher is aware of the home language and shares this information with the content area teachers , administration, and support staff. The home languages of the ELLs at ACPCE are Spanish, Haitian Creole, French, Arabic, Bangla, and Fulani and are noted when the student is registered at ACPCE. There are faculty members who speak Spanish (including the ESL teacher), French, and Haitian Creole who can provide translation and interpretation. There are faculty members on the Erasmus campus who can provide interpretation and translation in Arabic. For Fulani and Bangla, ACPCE needs to contact the NYC DOE's translation office or use an outside vendor.
If parents indicate their desire to receive school notices in their home language, translated versions of notices are made available. Bilingual report cards are available. Interpretation can be made available at parent teacher conferences or at PTA meetings. Signage at the school informs parents that language services are available.
Twelve students have parents who want to receive notices in Haitian Creole. The parents of ten students need notices in Spanish. One student has parents who need material in Bangla and one student's parents need notices in Arabic.
The Language and Interpretation Unit develops and provides Language Access Kits to schools. Kits include a multilingual welcome poster, a Language Identification Guide to help determine the language spoken by a parent, sample I Speak Card for parents, a sample Multilingual Language Access flyer for parents, an informational brochure about the services provided by the T & I Unit, and an over-the-phone card for school safety agents that outlines how to obtain an interpreter.

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.

On ARIS, student contact information of the ELLs indicates that for the majority of the ELLs there is a family member or other contact who is sufficiently fluent in English to provide intereptation and translation. Twelve students have parents who want to receive notices in Haitian Creole. The parents of ten students need notices in Spanish. One student has parents who need material in Bangla and one student's parents need notices in Arabic.
The ESL teacher communicates the language background and interpretation and translation needs to administration, faculty, and counselors. The studnent data system ARIS also indicates the language background of each student.

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.

The New York City Translation and Interpretation Unit provides New York City public schools and offices with an internal resource for accessing translation services. Translation services are available for documents authored and requested by schools and offices of the Department of Education. Documents processed for translation purposes must contain critical information for parents about their child's education. Translation is offered in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation services in additional languages can be obtained via external vendors.

At ACPCE, there are school staff members that can provide oral interpretation in Haitian Creole, Spanish, Arabic, and French. To cover all the language backgrounds of our ELLS, interpretation into Fulani would need to be accomplished through an outside contractor. All notices that are sent to parents are available in all the languages needed at our school. We also have access to a phone line that provides interpretation. For parent teacher-conferences and PTA meetings, interpreters are hired.

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.

Chancellor's Regulation A-663 requires that documents produced by central DOE offices and schools which contain critical information regarding a child's education must be translated into the covered languages. Documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge
- Legal or disciplinary matters

The T & I Unit is responsible for translating the majority of these documents into the covered languages. Translations into non-covered languages are obtained from qualified contracted vendors.

All of the translation work produced by the T & I Unit is translated by DOE employed translators and go through a quality control review before being finalized. DOE translators are aided by translation tools, such as translation memory software, bilingual glossaries of DOE terminology, and foreign-language style guides. The New York City Translation and Interpretation Unit provides New York City public schools and offices with an internal resource for accessing on-site interpretation, and over-the-phone interpretation services. Translation services are available for documents authored and requested by schools and offices of the Department of Education. Documents processed for translation purposes must contain critical information for parents about their child's education. Translation is offered in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation services in additional languages can be obtained via external vendors.

At ACPCE, there are school staff members that can provide oral interpretation in Haitian Creole, Spanish, Arabic, and French. To cover all the language backgrounds of our ELLS, interpretation into Fulani and Bangla would need to be accomplished through an outside contractor.

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.

The T & I Unit distributes multilingual posters to all DOE public schools and district offices throughout the City at the beginning of each school year. Schools are required to post these posters in a highly visible location. These posters provide LEP parents instruction on where and how to obtain interpretation services. The Unit also makes available, on its website, additional multilingual signage (including directional signs) that schools and offices can download, print and post. FACE conducts spot checks on schools throughout the year to ensure that appropriate translated signs are visible to parents who visit the school.

The DOE makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each

school year and can also be accessed on the DOE's website (www.schools.nyc.gov).

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Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: ACPCE	DBN: 17K382
This school is (check one):	☒ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐ Before school ☒ After school ☒ Saturday academy
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 32 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 31
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: We have 35 ELL students with diverse needs in all subject areas in the classroom and also for exam preparations. Our school has 32 staff members in which teachers in each subject area at each grade level play a pivotal role in fostering ELL student achievement. The report cards and midterm progress reports of the ELLs reflect that the students need additional academic support to pass their content courses. The most recent Regents exam scores of the high school ELLS and the statewide math and ELA test scores of the junior high ELLs also reflect a need for academic help. The ELLs' low passing rate indicates a need for additional scaffolding of content, review and preview of material, and additonal focus on reading and writing skills the coursework requires. Certified ESL instructor Roberta Chacon will conduct additional support classes. On Thursdays, from 2:25-3:25pm, 30 sessions from November 2014 to June 2015, students will receive whole group instruction in a 15:1 setting with content area teacher and push in with the ESL teacher to comprehend and complete their assignments, class material, and reinforce understanding of their content, in particular, for ELA, Global and US History, and Living Environment, required courses with Regents exams. Students (all 35 ELL students) who are in jeopardy of failing classes and/or students that need regents/NYS exams to graduate will participate in the after school program. The ELL will group students according to NYSITELL results/content specific exams and subject area teachers will co teach to push content and rigor. The Saturday program (9-12pm), 27 sessions, will focus on content area instruction from Nov til Jan for high school only, then focus will be on middle school NYS exams until April, and finally back to content specific instruction to finish the year for high school only. In After School and Saturday school, there will be certified content teachers in Algebra, English, Social Studies, and Living Environment for high school and math & English for middle school along with ELL teacher (7 service providers). Student to teacher ratio will be at most 15:1 because ELL students will be in different level groups and serviced on different days of the week. ESL teacher will receive resources to prepare students for the NYSELSAT and Regents exams such as review books and previously administered exams. The per session costs for ELL and push in content area teachers will be provided by the title III funding complemented by other funding sources. Last year's Regent tests results and this year's report card grades reflect that English language Arts, Social Studies, and Science are areas of great need of language support to successfully fulfill the reading and writing requirements of these courses, and an unfamiliarity with American culture and history presents the ELLs with a unique detriment to their learning of history. The classes are available to ELLs in grades six through twelve and to those ELLs who have passed the NYSESLAT within the last two years. The

Part B: Direct Instruction Supplemental Program Information
languages of instruction will be English and Spanish. The materials will be content class texts, support materials created by the teacher, and the resources of the ESL classroom: Gateway Social Studies and Science textbooks and workbooks, dictionaries (bilingual and English-only simplified versions), bilingual glossaries, and bilingual materials that can be procured in Spanish, Haitian Creole, French, or Arabic will also be used as needed, and videos with English and foreign language subtitles. A maximum of 20% of the budget will be allocated for materials to supplement the ESL resource room with ESL support materials, textbooks in other languages (if available), videos, computer software, Smartboard software, and will also cover stationery/postage. Parents will be informed by a letter home that will be translated into the students' home languages. The content area teachers will be informed of the classes during the common planning periods so that they can refer students to the classes. During ESL class, the students will be informed of the support classes. The students participating will complete a questionnaire to assess their greatest areas of need. There are 35 ELLs currently enrolled at ACPCE. The subgroups specifically targeted are junior high students who have received low grades on their statewide ELA and math exams and senior high students who have failed their Regents exams. The classes will begin November 6, 2014, and continue weekly Thursdays, on all Thurdays with students in attendance throughout the rest of the school year and Saturday classes. The classes in May and June will focus on content area instruction.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: High quality professional development related to the program created for ELLs will be provided throughout the school year to faculty and staff at ACPCE. The professional development will be conducted by the ESL teacher and will be based on the rationale of the Title III programs: that ELLs struggle in their content area classes, moreso when those courses contain a great deal of reading and writing and when the student may lack cultural background knowledge, and with the standardized testing of those content areas. Topics to be covered will be Scaffolding Instruction for ELLs, Differentiation of Materials for ELLs, Awareness of the Unique Needs of ELLs, and The Additive Approach (how to incorporate students' native languages in the classroom). Eleven target content area teachers including Global, US History, English, Algebra, Geometry, Algebra 2, Living Environment, Earth Science, and Chemistry will receive the PD. Teachers will have 5 sessions with Ms. Chacon, ELL certified teacher, from 3:40-5pm on first Monday of the month for Nov, Dec, Jan, Feb, and Mar.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: In September, certified ESL teacher Roberta Chacon began meeting the parents of each ELL in a family conference at school to initiate parental involvement and to initiate and foster a good parent-teacher-school relationship. During these conferences, parents are informed of upcoming meetings, programs for parents of ELLs, and the use of Skedula. The parents' best availability for meetings is also ascertained so that the meetings can be scheduled when the greater number of parents can attend and to stagger the schedule between days and evenings so that more parents are available to attend. The topics af the parent meetings will include: graduation requirements, school support services offered, Regents exams and state testing, fostering literacy at home, using Skedula, and utilizing community resources (museums, art exhibits, zoos, performances, and parks) to provide valuable learning experiences. Parents will receive a letter informing them of the meetings and the topics in English and in their home language. Mrs. Chacon can provide Spanish interpretation. Parents can indicate on their rsvp if they could like interpetation available in other languages. Staff at ACPCE and on the Erasmus campus can provide interpretation, and if need be, services can be requested from the NYC DOE's Language translation Unit.The goal of these meetings is to help parents feel informed about and comfortable with school requirements, policies, and procedures, their rights and choices as a parent of an ELL, the State's academic content and achievement standards, the state and local academic assessments, as well as alternate assessment, how to monitor their child's progress, and how to communicate and work with educators. These parent workshops will be held once a month.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____