

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015
DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: LIFE ACADEMY HS FOR FILM AND MUSIC

DBN (i.e. 01M001): 21K559

Principal: LISA MARIE FERRAIOLA

Principal Email: LFERRAI@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Marie Ferraiola	*Principal or Designee	
Charles Mandracchia	*UFT Chapter Leader or Designee	
Victoria Marascia	*PA/PTA President or Designated Co-President	
Aida Ortiz	DC 37 Representative, if applicable	
Taheid Bradshaw Jocelyn Caraballo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Midiam Checo	Member/ Parent	
Jessica Burarron	Member/ Parent	
Laura Pagan	Member/ Parent	
May Jung	Member/ Parent	
Theresa Warren	Member/ CSA	
Salome Soocka	Member/ UFT	

**Signature of constituent only indicates participation in the development of the CEP, 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 40% of the Junior Cohort will demonstrate college readiness by receiving a C or higher in a College Now course.

Comprehensive Needs Assessment

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

The College and Career Readiness Team reviewed the progress of the implementation of the comprehensive College and Career Readiness program during the 2013-2014 school year. In using the ISA's College Board College Access program, students were provided with more focused support in order to be ready to enroll and persist in college courses. As a result of the program implementation, we have made it a priority during the 2014-2015 to build upon its success by targeting the Junior cohort in offering College Now courses in order to provide them with increased opportunities to demonstrate college readiness.

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

In collaboration with the principal, the College and Career Readiness Team will partner with colleges to expand our College Now program to offer students a broad range of participation opportunities and ongoing support from the College Liaison to maximize student success.

College Liaison will provide weekly feedback to the CCRT (College and Career Readiness Team) and bimonthly reporting to the SIT (School Implementation Team consisting of the principal and department chairs in ELA, math, science, social studies and Special Education) for the purpose of monitoring and tracking the progress of students enrolled in a College Now course. The College Liaison will provide students with support when deemed necessary that will include:

- Parent outreach/College Professor outreach with creation of an intervention action plan if needed
- Academic tutoring assistance
- Social/Emotional interventions
- Organizational skill building

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

College and Career Readiness Team (CCRT) which includes the principal, ISA Coach, College Liaison, three ELA teachers, Guidance Counselor and Parent Coordinator will meet weekly to track and monitor student progress as well as report findings to the SIT.

SIT (School Implementation Team) will receive bimonthly reports from the CCRT and collaborate with the SNAP (Students needing academic planning) team to provide additional student support and parent outreach if/when necessary.

Ongoing contact will be made with parents through the Parent Coordinator and the CCRT will outreach when needed to keep parents apprised of their child's participation and progress.

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

- College Liaison will be the point person to monitor, track and report the progress of all students to the CCRT and SIT using data such as student attendance and academic progress (any student not meeting attendance or academic demands will be provided with assistance. Student progress will be monitored and anyone not meeting targets within the first six weeks of classes will be dropped from the course).
- The College Liaison will schedule a parent meeting with their child present for any student dropped from a course. At that time, the parent and child will be counseled on next steps to qualify for future courses.
- The Guidance Counselor will provide social/emotional support through referrals from the College Liaison.

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

July 21-25, 2014: College and Career Readiness Team attend College Access Inquiry Institute

August 2014: Team finalizes adjustments made to existing 4 year College and Career Readiness Curriculum Map

September 2014: College enrollment applications are submitted

October – June 2014: College and Career Readiness Team will monitor and provide proper support referrals to ensure highest level of student achievement in a College Now course.

November 2014: Any students not meeting targets will be dropped from the course.

September –June 2014: biweekly progress reporting to SIT

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

- Our partnership with ISA will provide coaching and mentoring of College and Career Readiness Team.
- Onsite UFT Teacher Center Coach will provide team with professional learning meetings that assist them in designing intervention strategies for the purpose of supporting students both academically and socially through the College Now process.
- SIT team will analyze progress tracking feedback from the College and Career Readiness team and support the design and implementation of the program with adjustments and/or enhancements as needed.

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).

Provide parents/guardians with group or individualized trainings during the school day that will explain our College and Career Readiness program and ways in which they can support his/her child in a College Now course. Families will be made aware that all students are being challenged to complete more difficult work to better prepare them to be successful in college and beyond.

Budget and Resource Alignment

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

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

Title I for continued partnership with Institute for Student Achievement (ISA) and UFT Teacher Center Specialist.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, all teachers will participate in ongoing Professional Learning designed to improve teacher pedagogy through aligned curricula and practices that assist them in engaging students in appropriately challenging tasks that demonstrate higher-order thinking skills as evidenced through documented Instructional Rounds, Professional Learning meetings and Departmental Lesson Unit study findings.

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 continued collaboration of the SIT (School Implementation Team consisting of the principal and department chairs in ELA, math, science, social studies and Special Education), we make improving teacher effectiveness a priority goal for this school year. Building off of our ongoing work, we will continue to strengthen teacher practice through enhanced Instructional Rounds, weekly Professional Learning meetings and Departmental Lesson Unit Study.

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

- Teachers will continue to participate in Instructional Rounds (a professional support system that provides teachers with multiple opportunities to observe their colleagues and identify areas of strengths /weakness in pedagogy for the purpose of providing feedback to strengthen practice around the selected Danielson competencies and provide teachers with increased strategies in increasing academic rigor as well as better prepare students in a Common Core curriculum).
- Professional Learning meetings will occur weekly on Mondays and provide teachers with opportunities to improve pedagogy by participating in learning activities designed to assist them in engaging students with appropriately challenging tasks that demonstrate higher order thinking skills.
- Departmental Lesson Unit Study will use a tuning protocol to review the teacher's lesson plan as well as student work for evidence of individual student growth and gaps in learning in relation to both the standards and academic behaviors. As a result of this process, department teams will make evidence-based adjustments to their units, lessons, and teaching practices to ensure high levels of rigor and student engagement.

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

All Teachers will participate in Instructional Rounds, Professional Learning meetings and Lesson Unit study sessions. In collaboration with the principal, the UFT Teacher Center Specialist, ISA Coach and C2Collaborative will provide ongoing professional development and on-site coaching to support and strengthen teacher practice.

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

- Collaborative teacher feedback from Instructional Rounds will provide structured recommendations and findings based on teacher practice and strategies for improvement that will be shared to the entire staff. Based on these findings, we will adjust focus of professional learning meetings to support high area need for instructional improvement.
- Professional learning meetings will provide research-based instructional strategies designed to improve teacher practice as observed through the Advanced Web application observations, Instructional Rounds and Lesson Unit Study.
- Teacher teams will analyze student work with the accompanied lesson/unit plan and adjust teaching practice based on the next steps suggested by their colleagues. Student work with accompanied lesson/unit plan will be examined on a rolling basis as per department team. Teacher teams will be able to evaluate the progress and effectiveness of the suggested instructional strategies by examining previous student work and lesson/unit plans with the follow-up counterparts.

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

August 2014: review and finalize Professional Learning Plan crafted in June 2014

September 2014 – June 2014: collect Instructional Rounds and Departmental Lesson Unit study findings and make ongoing adjustments to Professional Learning meetings to maximize teacher support and implementation of practice based on both individual teacher and group needs.

January 2015: midyear review of Professional Learning Plan and Instructional Round/Departmental Lesson Unit Study meeting progress

June 2015: end of year review and planning for 2015 -2016 school year

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

UFT Teacher Center Specialist, ISA Coach and C2Collaborative will support teachers by providing and modeling instructional strategies designed to support student learning.

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).

This is not applicable to goal #2.

Budget and Resource Alignment

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

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

Title I for continued partnership with Institute for Student Achievement (ISA), UFT Teacher Center Specialist and C2Collaborative coaching services.

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, there will be at least a 10% increase in the Geometry Regents passing rates.

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.

After an analysis of the Geometry Regents passing rates over the last three years, we identified a decrease in the passing rate and noted this content area as having the lowest passing rate of all Regents in the 2013-2014 school year. As a result, we have made it a priority in the 2014-2015 school year to concentrate our efforts in making measurable improvement and increase Geometry Regents passing rates and afford our students a stronger possibility of attaining an Advanced Regents diploma.

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

Teachers will be supported by the UFT Teacher Center Specialist, ISA Coach, Math Coach and C2Collaborative coach to design curriculum that will provide students with rigorous and engaging coursework designed to track, monitor and support student progress over time.

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

- Core content area teachers of Geometry will meet after Departmental Lesson Unit Study to design, revise, and implement Common Core aligned units of study. Teachers will receive feedback on any plans needing revision and will have ongoing support from the Principal, Teacher Center Specialist, ISA Coach and C2Collaborative coach.
- A math coach will provide in class to model effective instructional strategies.

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

- UFT Teacher Center Coach will lead Math Departmental Lesson Unit Study meetings to analyze student work and adjust teaching practices based on the quality of student work that comes out of the implementation of the first unit of study. This cycle will repeat once a month throughout the school year.
- Math coach will provide specific feedback to teacher that document areas of strength and weaknesses as well as a plan of action to improve pedagogy.

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

September 2014: Data Specialist will provide math department with Regents Item Analysis from last school year.

February 2015: Mock Regents will be administered and Data Specialist will provide math department with comparison analysis from the September findings

September 2014-June 2015: In collaboration with the principal, the UFT Teacher Center Specialist, ISA Coach and C2Collaborative coach will support teachers with unit planning revisions and targeted professional development opportunities throughout the year. Math coach will provide weekly in class support.

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

UFT Teacher Center Specialist, Math Coach and ISA Coach will support math teachers onsite by providing and modeling strategies that support student learning. Inquiry teams will meet on an ongoing monthly basis to review student work for evidence of individual student growth and gaps in learning and make evidence-based adjustments to their units, lessons, and teaching practices. The SIT (School Implementation Team consisting of the principal and department chairs in ELA, math, science, social studies and Special Education) will meet weekly and continue to make adjustment recommendations to curriculum based on analysis of unit plans and accompanied student work.

Strategies to Increase Parental Involvement

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

Parents/Guardians will be provided with materials as needed and offered individual and group sessions during the school day to help them to work with their children to improve their achievement level and schedule opportunities to monitor and review the progress of their child.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
Title I for continued partnership with Institute for Student Achievement (ISA) , UFT Teacher Center Specialist and C2Collaborative.						

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Essay writing using evidence to support arguments and counterclaim	Tutoring	Before and or after school
Mathematics	Modeling mathematically to deepen understanding and offer increased ability to access concepts from a number of perspectives	Tutoring	Before and or after school
Science	Regents Preparation	Tutoring	Before and or after school
Social Studies	Evidence based DBQ essay writing using graphic organizers	Tutoring	Before and or after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions with the Guidance Counselor, Sapis worker, social worker and/or Clinic Plus counselor on as-needed basis Health-related services are provided through outside providers of speech, occupational therapy and physical therapy	One-on-one sessions	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff attends recruitment fairs and reviews resumes on Open Market to identify and recruit HQT who demonstrate a commitment to self-reflection and goal-setting • Prospective hires must provide references, sit for a panel interview and conduct a demo lesson • Non-HQT will be monitored closely to ensure all the required documentation and assessment deadlines are met • Mentors are assigned to support struggling and unqualified teachers and additional professional conversations will be held with teachers who are unable to provide evidence toward goal attainment

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • All pedagogy will participate in lesson unit study professional development monthly to identify gaps in instruction and provide teachers with strategies to improve instruction • All teachers will have the opportunity to participate in Instructional Rounds focused on improving common language and their understanding of what quality teaching looks like based on the Danielson competencies • Bimonthly Professional Learning meetings will provide teachers with the opportunity to reflect on best practices gathered during Lesson Unit Study and Instructional Rounds findings • All teachers will participate in weekly Professional learning meetings led by the UFT Teacher Center Specialist and/or C2Collaborative.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Onsite Teacher Center Specialist will support teachers in providing individual and whole staff professional learning based on the needs of the teachers. • The school is partnered with ISA (Institute for Student Achievement) which will collaborate with the CCRT (College and Career Readiness Team) to further the College and Career Program at the school. • C2Collaborative will provide teachers with professional learning meetings that support staff in designing an engaging and rigorous curriculum that includes a variety of effective instructional strategies

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.
The SIT (School Implementation Team consisting of the principal, and department chairs in ELA, math, science, social studies and Special Education) meets weekly to evaluate the effectiveness of our school initiatives of improving teacher pedagogy and student progress. As a result of SIT findings, all teachers participate in the following school systems that use assessment to

improve instruction:

- In collaboration with the principal, the UFT Teacher Center Specialist, ISA Coach and C2Collaborative will support teachers in revising units of study to include more rigorous assessments and challenging assignments that are monitored through the CCLS (Common Core Learning Standards) Skills Portfolio which tracks student progress in targeted skills areas.
- In collaboration with the principal, the UFT Teacher Center Specialist will head the Lesson Unit Study team meetings weekly to provide all teachers with the opportunity to share lesson plans and examine student work to uncover specific instructional strategies to better support targeted students and assist teachers in a school-wide effort of increased understanding of the Danielson's Framework and to strengthen teacher practice.
- In collaboration with the principal, the UFT Teacher Center Specialist and the ISA Coach will conduct Instructional Rounds weekly. All teachers will be afforded the opportunity to participate in the rounds for the purpose of identifying areas of strengths/weaknesses in pedagogy and to provide feedback during the debrief to strengthen teacher practice around the Danielson competencies.

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: understanding educational accountability grade-level curriculum and assessment expectations; 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, student proficiency levels, Annual School Report Card, School Quality Snapshot, Quality Guide, Quality Review, 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; SNAP team will coordinate meeting times as requested
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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 parents/guardians with access to Skedula to keep parents informed of their children's progress;
- utilizing Global Connect to keep parents informed about school activities and student progress;
- providing letters home when needed to communicate between school 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: 21K559

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 codes¹. 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 consolidated². **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.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$218,831.58	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		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,732,117.00	X	See action plan

¹Explanation/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.

²The 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 559
School Name Life Academy for Film and Music		

B. Language Allocation Policy Team Composition [i](#) 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 Lisa Ferraiola	Assistant Principal Theresa Warren
Coach	Coach Bob Galli
ESL Teacher Victor Kurylyk	Guidance Counselor Jean Brutus
Teacher/Subject Area Ana Rodriguez/Spanish	Parent Cynthia Juarbe
Teacher/Subject Area Torri Davis/Math	Parent Coordinator Cynthia Juarbe
Related Service Provider type here	Other Keith Raskin/Data Specialist
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	268	Total number of ELLs	9	ELLs as share of total student population (%)	336.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														!Syntax Error, "
Dual Language (50%:50%)														!Syntax Error, "
Freestanding ESL														
SELECT ONE										2	2	2	2	!Syntax Error, "
SELECT ONE										1				!Syntax Error, "
Total	!Syntax Error	0												

B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	1		1			2			9
Total	6	1	0	1	0	0	2	0	0	9

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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		1		3
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian											1			1
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	3	2	3	1	9

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	10		9	
Geometry	3		3	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry				
Earth Science	3		3	
Living Environment	9		8	
Physics				
Global History and Geography	7		5	
US History and Government	2		1	
Foreign Language	1		1	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Common Core Literacy Skills (CCLS) Portfolio Assessment, Periodic Assessment based on CCLS, Baseline Performance Assessment (as of October 2013).
The CCLS-based assessments focus on five common core literacy skills: a) Reading comprehension; b) Taking a position; c) Ability to write a claim and a counterclaim; d) Citing evidence; e) Drawing inferences. The data of these assessments provide an ESL and content teachers with information on student progress in CCLS over a designated period of time. Last year each content and ESL teacher had to select at least 5 assignments for the CCLS portfolio assessment. According to our Data Specialist (Mr. Raskin), last year ELLs had a higher averages on CCLS assessments and made a better progress than their peers across all skill areas with the exceptions in History and Science where ELLs had lower averages. Another piece of evidence demonstrating the progress made by ELLs can be found in the results of the Regents Exams and the NYSESLAT. About 90 % of ELLs passed the Regents exams they attempted in June of 2013; 5 out of 9 ELLs tested out of the NYSESLAT; 3 students advanced one level up, while one ELL with IEP moved up within the same level. The data of CCLS assessments are frequently subjected to the analysis at our weekly PDs with the purpose to design a coherent instruction. Our Teacher's Center Coordinator Ms. Grunin focuses on instructional strategies to maximize student engagement and progress in CCLS as a means to get better results on the Regents exams and improve graduation rate.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The two girls from Egypt, Dalia Elrashedy and Radwa Elrashedy, who had tested beginning-level on the LAB-R exam in the fall of 2012, tested intermediate on the NYSESLAT in May of 2013.
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 [AMAQ tool](#))
Patterns across modalities on the 2013 NYSESLAT show that all ELLs benefited from the support in the ESL class. 5 out of 9 tested out, 3 moved up in the proficiency level, while the other student with IEP progressed within the intermediate level in listening and writing skills.
Among 4 incoming students, 1 is a long-term advanced ELL who has been in the system for 11 years. She needs support in reading and writing. Another is a beginning-level student with very limited skills. Two others have been in the system for 2-3 years, and both need support with either listening comprehension or writing skills. The ESL teacher Mr. Kurylyk will have to focus attention on developing vocabulary, close reading, listening and reading comprehension, academic writing skills within the Danielson's Framework, as well as keep on implementing CCLS periodic and portfolio assessments. The use of CCLS assessment proved to be an efficient way of annual assessment that measures student achievement of 5 CCLS. We hope that this focus will facilitate movement of ELLs toward academic proficiency not only in ESL, but also in content areas.
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?
 - 4a. Due to restrictions of ESL program, ELLs do not take tests in their native language at our school. The only exclusion was Tom Chen's taking Chinese Regent in June of 2013 in which he got a perfect score of 100. Some teachers prepare assignments for lower functioning students in their native languages (using Google Translate). Generally, strong literacy skills in L1 helps ELLs build literacy in L2. For example, in Math ELLs and former ELLs are on top of their classes. However, they struggle when it comes to short responses in Science and History. Despite the fact that our ELLs refused an option of taking Regents in their native languages in June of 2013, they had a more than 90 % passing rate on all Regents.

4b. The results of all periodic assessments are conformed with CCLS and portfolio assessment. These data are used to modify the curriculum and instructional program with the purpose to address the needs of students. The results of the periodic assessments are discussed at the staff meetings, after which the types and frequency of the academic interventions (SNAPs) are determined. The leadership controls the implementation of interventions through observations, teacher intervisitations, CTT model, team meetings, lesson planning inquiry meetings that include content teachers and the ESL teacher. Since each periodic assessment is conformed with the CCLS it can potentially be used to track students' progress on any of the chosen CCLS.

4c. Periodic assessment conformed with CCLS standards is an important source of information about student progress, their readiness for Regents Exams and college. Periodic assessments are used as a tool to identify the areas of concern with the purpose to target them

through interventions that are discussed at team meetings. We have learned from these assessments that with differentiated instruction and student engagement, grade level reading and writing skills can be accelerated. The Teacher's Center Coordinator Ms. Grunin helps teachers develop insights into efficient practices that promote student engagement, critical thinking, designing coherent instruction and assessment (using Danielson's Framework).

Because the ESL Teacher Mr. Kurlyk speaks Ukrainian, he frequently helps the Ukrainian-speaking beginning-level ESL student understand assignments during class instruction and periodic assessments in ESL and Global History (which he coteaches with Mr. Haber). He translates assignments (whenever it is necessary) into Ukrainian and encourages Sergiy Moysenovych to use bilingual Ukrainian-English dictionary along with the Longman Dictionary to complete those assignments.

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](#))

Life Academy is a grades 9-12 school.

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

All instructional decisions are monitored by the School Cabinet consisting of a team of school administrators, teachers and Teacher's Center Coordinator. According to the Danielson's Framework that is being implemented in daily instruction, teachers are supposed to implement strategies that should both promote rigor and provide choices for language development of ELLs; for example, through journal writing, use of sentence starters, developing skills of taking a position, making claims and counterclaims, citing evidence etc. During weekly PDs Ms. Grunin facilitates in implementing effective instructional strategies to suit the language development needs of the whole student body, and ELLs in particular.

7. For dual language programs, answer the following:

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

N/A

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

The ESL program evaluation consists of several key components. First, it is the CCLS portfolio assessment. Second, it is an observation cycle consisting of a pre-observation, an observation and a post-observations. Third, at the end of each of marking period Ms Warren (AP) would sit with the ESL and content teachers and discuss the progress of ELL. Finally, the scores of ELLs on the CCLS portfolio assessment, Regents Exams and the NYSESLAT are always in the center of attention of the School Instructional Team (the School Cabinet). All instructional issues are discussed at weekly PDs and during School Instructional Team meetings.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. During enrollment process, Heidi Lystad, school secretary, gives parents of a new admit all forms to complete, including HLIS. She observes what language parents speak with each other and a prospective student. If parents speak a language other than English, she asks Mr. Kurylyk or another trained bilingual pedagogogue to assist in completing a Home Language Identification Survey (HLIS) to determine what language the child speaks at home. During the informal oral interview Mr. Kurylyk would identify the parent/guardian's primary language based on the information completed in HLIS (and namely, languages that were checked off). If the parent speaks a language other than English, Mr. V.Kurylyk will assist the parent/guardian with the process of HLIS and offer HLIS in one of the 9 translated languages. Interpreters among the staff members who speak the parent's/guardian's primary language should be available to assist with the registration process and administering HLIS. At Life Academy we have staff members who speak Spanish (Mr. Rodriguez), Mandarin/Cantonese (Ms. Diaz), Tagalog (Ms. Golden), Ukrainian/Russian (Mr.

Kurylyk), Arabic (Mr. Abufahra), Haitian Creole/French (Mr.Brutus). In situations when we do not have a staff member to assist in translations, we will use the DOE translation service. The results of the HLIS are used to decide whether the student needs to be tested on the LAB-R or LAB-Spanish exams to identify the English language proficiency. If the student was identified as a language minority, Mr. Kurylyk administers the LAB-R exam within student's first 10 days at school. The results of the exam will be used to either place him/her in the existing ESL program, offer alternative programs for ELLs or, if the student tested proficient, place him/her in the general education class.

After the initial assessment, Mr. Kurylyk schedules an orientation for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, Mr. Kurylyk will collect the Parent Survey and Program Selection Form, which indicates the program that parents/guardians are requesting for their child.

Once the student has been assessed and identified as an ELL, and parents/ guardians choose the Freestanding ESL Program available at Life Academy, then the student is placed in the appropriate level of ESL Program. Ms.Lystad (School Secretary) will enter the student information in the BESIS report on ATS. This report is updated twice a year, and is used to determine the eligibility of ESL students to take the NYSESLAT during the scheduled time.

Ms. Rodriguez, the Spanish teacher, administers the Spanish LAB to Spanish-speaking students who became entitled via administration of the LAB-R exam.

Mr. Kurylyk is responsible for designing a formal initial assessment to test a new admit on the 4 modalities and CCLS. He will use the results to make curriculum modifications in order to meet student needs on the next NYSESLAT exam.

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.

After parents have completed the HLIS, and the eligibility status for ELLs was identified, Mr. Kurylyk offers them to watch the Parent Orientation Video that describes all three program choices to ELLs in NYC: Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents are encouraged to ask questions. After they have selected the ELL program for their child, then Mr. Kurylyk explains possible options available at Life Academy. Due to a very low ESL population, Life Academy can offer only a Freestanding ESL Program. When parents choose the Freestanding ESL Program that is available at our school, their child is placed in the existing program within 10 days. If they choose a program that the school does not currently offer, then the principal, the AP or the ESL coordinator will assist the parents with finding the appropriate program. The school's secretary Ms.Lystad will keep records in order to notify parents when and where the program of choice opens if it is not available at the moment of the interview.

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 [\[see tool kit\]](#).)

Parents' program choice, coupled with program availability at the school, determines program placement for ELLs. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Mr. Kurylyk (ESL teacher/coordinator), and Ms. Lystad (secretary) provide parents with the Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter during orientation in addition to showing the The Parent Orientation Video (in the parents' native language). Students are supposed to return them the same or next day. If they do not, for some reasons, Mr Kurylyk or Ms. Lystad or another staff member who speaks the parent's native language will make a call home to explain the importance of those letters for placing their child in the ESL program. If the child scores below proficiency on the LAB-R, those letters will be used to place the student in the Freestanding ESL program at Life Academy (if parents have chosen it). Ms. Lystad will enter information to ATS to determine the NYSESLAT eligibility.

If the student scores at or above proficiency on the LAB-R, Non Entitlement Letter is sent home and the student is placed in the general education class.

Administration will be notified in the event that the parents do not return the letters and the ESL coordinator will follow through in ensuring the letters are returned. If it does not happen the student is placed in TBE program by default (which is not available at our school). Parents are notified about that by another letter. All entitlement letters will be stored in the student's file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Following the initial screening and assessment to determine ELL eligibility through administering the HLIS, LAB-R exam and showing the Parent Orientation Video about program choices to ELLs, the ESL Coordinator will try to get the information from parents about the program choice as quickly as possible. Parent Survey and Programs Selection Forms collected from parents will be used to place their child in the appropriate program within ten days of enrollment, according to the state regulation. Parents/guardians will receive a placement letter, which will inform them about the results of the LAB-R exam through which their child was identified as an English Language Learner; therefore, he/she is eligible for the ESL services. Through this letter parents will be able to find out more about the Freestanding ESL program at Life Academy and the support that the school offers to ELLs.

The continued entitlement letter will be sent to families of those ELLs who took the NYSESLAT and based on their student's last NYSESLAT score, the student will continue to receive ESL services and will be placed in corresponding level. The letters will be stored in the students' files.

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

The NYSESLAT is administered at Life Academy annually to all English language learners in Grades 9–12. The scores received on this exam define students' placement and eligibility for the ESL services for the next year.

For the NYSESLAT administration, Life Academy receives the NYSESLAT testing materials from Questar Assessment, Inc. (Questar). After receiving the testing materials, the Testing Coordinator Ms Davis and the ESL Coordinator make up a testing (and makeup) schedule for administering each of 4 sections of the NYSESLAT exam on a separate day - Speaking, Listening, Reading, and Writing.

The scores recorded by students on answer sheets are returned to the DOE office on Flatlands Avenue in Brooklyn with the Principal's Certification, while the testing materials are sent to Questar.

Since the NYSESLAT is an untimed test, time allotment is provided for ELLs to complete all sections of the exam with additional time if needed.

Mr. Kurylyk, a licensed ESL Teacher/Coordinator administers all sections of the exam and oversees the safety of testing materials. For the 2013 administration, Mr. Kurylyk may not have scored his own student's responses in the Speaking and Writing subtests. Therefore, Ms. Makasar, Ms Grunin and Ms Mavroudis assisted in scoring those sections of the NYSESLAT.

For the Writing subtest, all of the student responses to the constructed-response questions were scored by the committee consisting of the aforementioned teachers. No one teacher was to score more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet.

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. 

Life Academy has a very small ESL population compared to the former ELLs which varies from 20% in the 9th and 10th grades to 27% in the 12th grade. In the past the overwhelming majority of our ELLs either had tested out of ESL by 9th grade, or reported to 9th grade in the status of an ESL student whose parents had chosen a Freestanding ESL program. In the cases when parents had to choose one of the ELL programs for their children, in the past 3 years out of three families 100 % of parents have chosen an ESL program. They indicated that ESL program will best meet the needs of their children.

Because all parents in the past have chosen an ESL program, we are in alignment with the choices our parents have made. If a parent were to choose a program that was not available in the building, we would do our best to work with the family and research alternative settings for the child.

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. Within a Freestanding ESL program at Life Academy we use pull-out and push-in organizational models.
 - Two hours of pull-put ESL instruction daily are provided to support a diverse multi-proficiency group of ELLs in acquiring academic skills to succeed in content classes, on multiple assessments (including the NYSESLAT and Regents Exams), as well as prepare them for college.
 - In addition, a push-in ESL model is used twice a week to support a beginning-level ESL student in Global History class.
 - 1b. All ELLs are programmed to receive ESL instruction in the Ungraded Heterogenous pull-out ESL class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. All ESL students at Life ACADEMY (identified through the scores of the NYSESLAT or LAB-R exam), regardless of the grade and proficiency levels, are placed in the pull-out ungraded heterogenous ESL class which lasts 47 minutes. Students identified as advanced-level ELLs attend one class of ESL instruction a day - a total of 235 minutes weekly. Students identified as intermediate-level ELLs attend both of pullout classes -periods 3 and 6. They receive 94 minutes of ESL instruction daily, and a total of 470 minutes a week. This schedule allows for meeting the state mandated minutes (as indicated, CR Part 154, that mandates a minimum of 360 minutes a week for intermediate-level ESL students and 180 minutes for advanced ELLs). To meet the state mandated minutes for beginning-level student, Mr.Kurylyk provides push-in ESL to Mr. Haber's Global History class twice a week - a total of 94 additional minutes, which, added to 470 minutes through pull-out instruction, completes the state mandated requirement.
 - 2a. As per CR Part 154, within the Freestanding ESL model the ESL teacher can provide no more than 25 % of native language support to ELLs. This is approximately the time during which Mr. Kurylyk provides explicit explanations in native language to a beginning-level student in pull-out and push-in instruction. This support is mostly limited to explaining an assignment, translating difficult sentence structures, generating accountable talk in the native language, peer tutoring and use of bilingual dictionaries in class.

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.

Through PDs all Life Academy teachers are trained in differentiating instruction, scaffolding, and supporting ELLs. When Mr. Kurylyk provides push-in ESL instruction, he focuses on individual needs of a beginning-level ELLs who is struggling in all linguistic modalities - listening and reading comprehension, speaking and writing. Working closely with the ELL, Mr. Kurylyk translates assignments, helps construct written responses based on the student's opinion, monitors comprehension and vocabulary development. At the same time, he encourages to use bilingual dictionary and native language during accountable talk.

In his pull-out ESL class, Mr. Kurylyk tries to include primary sources (maps, pictures, documents etc.), readings from different content areas and make content connections to activate background knowledge gained in those subjects. For example, working on the unit about immigration, Mr. Kurylyk is focusing on different content connections to Global and American History, Geography, human relations, and personal identity. He uses journal writing, modeling, demonstration, graphic organizers, adapted texts, visual aids, content vocabulary, peer tutoring, multimedia to clarify, enhance and differentiate content instruction. Mr. Kurylyk constantly uses paraphrasing technique to promote vocabulary use and academic writing on different content topic. He pairs up ELLs with stronger students.

In accordance with the goals of the CCLS, Mr. Kurylyk uses different methods to develop students' critical thinking through the techniques of close reading, questioning, scaffolded writing that focuses on taking a position, writing claims and counterclaims, citing evidence and making inferences. Native language support is provided through the use of dictionaries and translation of certain terms (when applicable).

In addition, like other staff members, Mr. Kurylyk implements CCLS portfolio assessment for ELLs in his classes to monitor the growth of their academic and critical thinking skills aligned with CCLS.

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

Since Life Academy provides only a Freestanding ESL Program, it does not have a system that evaluate ELLs' native language development. The system of evaluation exists at the stage of initial evaluation. If the Home Language Identification Survey (HLIS) indicates that a new admit uses a language other than English, he or she is administered the LAB-R exam. If Spanish is one of the language spoken at home, an ELL must also take a Spanish LAB to determine language dominance. There are no other tools to measure competence of ELLs in their native languages, except for bilingual teachers working at Life Academy (Chinese, Spanish, Arabic, Russian, Ukrainian) who can informally evaluate the appropriate language proficiency of ELLs in those languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Each day Mr. Kurylyk includes activities in his lesson plan that target four modality of English acquisition. In addition, he designs periodic and final assessments that focus both on individual modalities and ability to use combined skills (for example, reading comprehension and writing) to show progress in English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

6. Differentiation of instruction for ELLs is based on the following criteria: the NYSESLAT proficiency levels, years of ELL service and availability of IEP. Pre-assessment and understanding student needs is the first step of differentiation. In content classes, the Teacher's Center Coordinator, the ESL teacher and content teachers work together to develop interventions focusing on the needs of ELLs. Group work or individualized instruction (for example, push-in ESL), alternate assessments or providing choices in completing an assignment on a daily basis- these are key components that provide both structured conversations with classmates and a low stress, but meaningful growth-oriented educational environment for ELLs.

6a. Introduction of CCLS has multiple perspectives both for Students with Interrupted Formal Education and general education students. On the one hand, SIFE students have gaps of knowledge. On the other hand, CCLS clearly indicate where they are supposed to be. Therefore, CCLS periodic and portfolio assessments across content areas at Life Academy help bridge the gap in the missing knowledge of SIFE students. The school has after-school extended day for ESL students to help promote speaking, listening, reading and writing skills of ELLs. In class the ESL teacher uses authentic materials, visuals, and different techniques to promote CCLS skills of SIFE students, such as:

scaffolding, journals, think-alouds and modeling, sound repetitions and spelling games; cognates; the writing process and sentence starters

6b. For ELLs who have been in the country for less than 3 years, the ESL teacher provides additional support through tutoring in cultural and linguistic adaptation. The main purpose is to integrate students in the school community and social exchange to help them overcome stress, language barrier, peer pressure, promote self-esteem and college readiness. Social Worker, Jim Martucci provides counseling for freshmen once a week on the issue of identity and social adaptation which is very helpful for ELLs. The ESL teacher pays close attention to inclusion of newcomers into class activities through grouping and cooperative learning strategies; also, he works on developing newcomer's language survival skills, along with constant focus on academic skills. Mr. Kurylyk is also an official 3rd period class teacher, which means he familiarizes ELLs with different protocols, rules and regulations. In class he addresses the issues bullying and how to avoid it, behavior problems and peer pressure. Along with issues of social adaptation, the ESL teacher is responsible for explicit instruction to prepare newcomers for the NYSESLAT and support them with academic skills they need to succeed in content classes and on the Regents exams.

6c. Last year about half of ELLs in the ESL class (5 out of 9) were students who had been in the country more than 4 years. This year only 3 out of 9. They have mastered good social skills and are proficient in listening comprehension and speaking, but some of them have consistently tested intermediate on the NYSESLAT in reading and writing before coming to 9th grade. Some interventions with this group of students include preparing rigorous assignments, based on the authentic and content-based materials focusing on expanding vocabulary, complex and critical thinking, developing strong writing skills based on CCLS.

6d. The interventions used in the work with long-term ELLs are similar to those used in the work with ELLs who have been in the country for 4-6 years. The challenging work should be combined with focus on developing their literacy and critical thinking skills, based on CCLS. They also need some explicit grammar instruction, since the NYSESLAT consistently focuses on these skills too. These students are very sensitive in their needs and thus should be paired up with more successful peers to build their self-esteem and emulate successful strategies in language acquisitions. Special attention should be paid to explanation and understanding of assignments, breaking it down to more comprehensible units of information; teaching how to outline essays, take notes, organize ideas, present them; analyze literary texts and integrate academic vocabulary in oral and written expression.

6e. All content teachers are made aware of ELLs and former ELLs in their classes. That means they have to differentiate and scaffold instruction to meet their needs or offer choices for alternate assessments. In case of need all ELLs or former ELLs and seek additional support from both content teachers and ESL teacher Mr. Kurylyk. On all kinds of periodic, final, standardized or Regents assessments, like ELLs, former ELLs have extended time. They can use dictionaries in content classes and are eligible for afterschool and during lunch tutoring. All students are monitored to ensure that they continue to progress in language development, literacy and content knowledge.

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?

All teachers of IEP ELLs have their IEPs and use them for planning, instruction, and behavior management. Last year we had 3 long-term IEP ELLs 2 of whom tested out of the ESL. This year we have only one intermediate-level IEP ELL. She has 2 pull-out ESL classes to receive services mandated on their IEPs, as well as an ICT program to support deficiencies and allow sufficient interaction and instruction time with general education students. She also is provided with additional services including speech, social counseling, according to the IEP. The IEP ELL has tutoring during lunch. Teachers are required to make modifications in tests and projects for IEP ELLs when applicable.

The instruction strategies used by teachers of IEP ELLs address both their linguistic and cultural characteristics. For example, typing information in a bigger print, repeating information several times, or explaining the assignment explicitly etc. are some of the issues that ESL and content teachers need to address to support IEP ELLs. Instructional strategies include using scaffolds, such as graphic organizers and visual aids, peer support, giving learning prompts, modifying language that is appropriate to the student's English language proficiency, strong emphasis on academic vocabulary and literacy skills; project-based and cooperative learning, using pre-reading and pre-writing activities, editing, etc.

All programming for IEP ELLs is based on the NYSESLAT results and IEPs. The guidance counselor ensures that, besides proper programs, there is a CTT teacher in each class attended by IEP ELLs.

Grade-level materials used in the classroom include:

Math: Integrated Algebra, including the Spanish Workbook Review, - Prentice Hall Edition.

Science: The Living Environment, - Holt, 2008, with modifications for ESL students in the Teacher's Edition.

Social Studies: World History: Patterns of Interaction/ The Reading Study Guide for ESL students, - McDougal Littell, 2007.

ESL:

- Textbooks: For Your Information: Reading and Vocabulary Skills, - Pearson Longman, 2007; North Star (for ESL students of different proficiency levels); Great Essays: An Introduction to Writing Essays.

- Authentic readings in different content areas: Scholastic, Daily News, New York Post, Fact Flinders, National Geographic; etc.

- Books: "New Kids in Town", "The Little Prince", "Tom Sawyer" (adapted), The Sister's Keeper, biographical novel "Helen Keller",

"The House on Mango Street", informational texts and articles.

- High interest books for Independent Reading for all reading grade levels.
- Dictionaries: Longman
- Bilingual translation dictionaries: Urdu, Arabic, Spanish, Chinese (Mandarin), Russian

Visuals: clips, videos, pictures, maps etc.

Primary sources: documents.

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?

Life Academy tries to provide most comfortable, yet growth-oriented environment for all ELLs that includes curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs within the least restrictive environment. Due to a small ESL population (of 7 students currently), all ELLs are programmed to have an ungraded heterogeneous pull-out ESL class. The IEP ELL is programmed for 2 pull-out classes because she tested intermediate on the last NYSESLAT exam. The former ELLs and IEP ELLs who tested out are frequent guests in those classes and usually stay for lunch tutoring. They interact with students representing a diverse mix of different backgrounds, as well as different grade and proficiency levels.

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

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

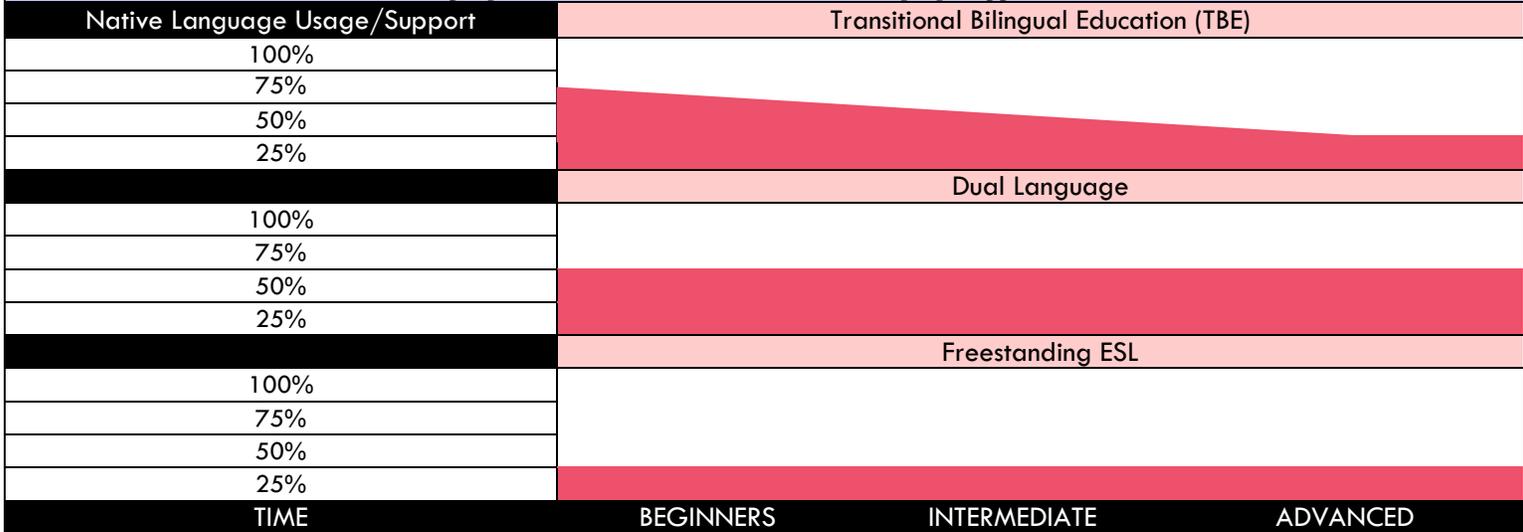
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention is administered by several different teams with all of them supporting each other. The communication between these teams is facilitated by Skedula - the online database resource. If ELLs fall behind in academics or attendance the SNAP team (responsible for academic intervention) gets in touch with families to inform about the problem. Simultaneously, a meeting is scheduled between a SNAP team representative and an ELL, which can also involve a parent/ guardian who will be mandated to attend the meeting once the problem gets worse. These meetings set the milestones for academic (behavior) improvement. Teacher's Center Coordinator Ms. Grunin provides a continuous input on how to maximize student engagement, including ELLs, through designing a coherent instructional environment, student engagement, assessment, implementing CCLS and differentiation in content through different instructional techniques. An Inquiry Team works on modifying lesson plans to improve instruction. Finally, Teacher's Center has been implementing instructional rounds - intervisitations of groups of teachers designed to monitor the implementation of teaching practices and provide input on instructional techniques. The results of assessments and intervention programs are discussed at the Cabinet meetings.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As it has been previously mentioned, 5 out of 9 ELLs tested out of ESL through the NYSESLAT last year. Four of them have been long-term ELLs, 2 of them- IEP ELLs. All of the ELLs passed different Regents Exams in content areas including Global History, American History, Geometry, Trigonometry, Integrated Algebra, Foreign Language (Chinese), Living Environment and Earth Science last June (see the Regents Assessment Report above). All of the ELLs progressed in their language development, not only according to the periodic assessments and credit accumulation, but also on the NYSESLAT modalities. Two of them have become Student Representatives at the Student Council. One is a member of the National Honor Society. All of the ELLs and former ELLs are on track for graduation, except one who, allegedly, left the country without being discharged.
11. What new programs or improvements will be considered for the upcoming school year?
- Last year we started several new programs designed to improve academic performance, accountability and networking during the transition to aligning the instruction with CCLS and improving college readiness. These programs include opening the UFT Teacher's Center, weekly PDs, Instructional Team, Inquiry Team, Instructional Rounds, SNAP Team (Academic Interventions), using Skedula, CCLS portfolio assessment. Each of these programs creates coherence in the combined effort to create a school community and academically focused instruction. The communication and networking between these teams will be the focus for this year.
12. What programs/services for ELLs will be discontinued and why?
- Budget cuts have affected some of our afterschool programs, but despite this fact we still provide academic support to ESL students in content and ESL classes during lunch and after school tutoring. This year Advisory program is discontinued due to its less than predicted efficiency in raising student attendance and organization.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Through ICT programming ELLs get equal access to the same curriculum as English-proficient students. Content teachers collaborate with the Teacher's Center, the ESL and CTT teachers to develop or modify lessons, projects and assessments to ensure that ELLs are not academically disadvantaged against their native English speaking peers.
- Students lacking credits for graduation can make up them through iLearn.
- Other programs available for ELLs are: Student Council, PSAL Lafayette Sports Teams (PSAL funding), talent shows.
- Life Academy also offers Saturday School (iLearn) and enrichment programs through Coney Island Generation Gap (non-profit).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials used in the classroom include:
- Laptop carts with access to the Internet and word processing software for individual projects, class work, periodic assessments, or group work.
 - Projectors, Smartboards, teacher created power points to support class discussions and group work.
 - Various levels of ESL textbooks: "The North Star", "Visions"
 - Authentic high interest books for Independent Reading for all reading grade levels covering all genres, especially non-fiction to

support other academic subjects.

- Bilingual translation dictionaries in all the native languages of our students.

- Webster's Thesaurus, Longman Dictionary

- Lafayette Educational Complex library gives access to the native-language materials in languages spoken by students: Urdu, Russian, Chinese, Spanish and others.

- In content areas ELLs have access to authentic grade-level materials. Also, teachers use visuals, multimedia, demonstrations, manipulatives.

- Students have access to EBSCO, GALE and other databases through which they can have audio readings in content areas at the selected speed, or content materials translated to their native languages (Urdu, Russian, Chinese, Spanish).

- ELLs can read English classics in both English and native language (Chinese)

- ELLs explore National Geographic Reading Expeditions in their native language (Chinese)

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

Students at Life Academy come from a variety of language backgrounds. According to the Freestanding ESL model, teachers have to provide native language support to ELLs. Therefore, ELLs are encouraged to use their first language during peer tutoring and accountable talk that will help them access the material used in classes. Both content and ESL teachers use bilingual translation dictionaries, as well as help from classmates who speak the language of ELLs. Students may opt to take Regents exams in their native language. Cultural Festivals (Spanish Heritage, Asian Heritage, Winter Show) promote the spirit of pride of students' native cultures and languages.

Content and ESL teachers use EBSCO and GALE online databases to support ELLs and give them an option to access the material taught in their native languages. They can also translate selected passages into their native languages using the special features of the given databases.

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

All curricula are aligned with age appropriate CCLS. Our mission is to give equal access to ELLs in all content areas. It is imperative that our ELLs receive resources and support appropriate for a college bound high school student. That is why college-readiness instruction is a priority. Each week all students at our school receive one hour of college-readiness instruction. Since the implementation of CCLS principles in everyday instruction, ELLs benefit from each ESL or content class they attend. Our experienced teachers are their major resource; they provide them with everything they need to succeed in life.

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.

ELLs entering Life Academy from intermediate schools are required to attend an orientation week during the summer prior to the beginning of fall semester. They are exposed to the facilities, programs at Life Academy, including the ESL Program, and school culture. New admits who enroll during the school year are warmly welcomed by the Parent Coordinator who introduces them to the staff, programs and facilities.

18. What language electives are offered to ELLs?

We are currently offering only one foreign language elective -Spanish. Students who have native speaking proficiency in another foreign language are offered to take a LOTE proficiency exam in that language in order to qualify for 6 credits in foreign language.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Professional development is not only an important component of professional growth of all the teachers who service ELLs, but is also an important part of Professional Responsibilities within the Danielson's Framework that the school has been implementing. Life Academy has opened the UFT Teacher's Center whose major function is to provide Professional Development to Life Academy teachers every Wednesday. One of the most important issues is facilitating transition of Life Academy teachers in integrating CCLS into everyday instruction. To address other components of the Danielson's Framework the Teacher's Center focuses on the important elements of Planning and Preparation, Classroom Environment, and most importantly, instruction and student engagement. All teachers participate in instructional rounds during which they both have a chance to show how they implement different elements of the Danielson's Framework, and also share in small groups what they have seen in the classes observed. Another aspect of professional development is the work in Inquiry Teams; in small groups teachers present their lesson plans and, following the protocol, discuss how they can be improved based on the demands of CCLS and Danielson's Framework.

2. UFT Coach from the Teacher's Center Ms. Grunin, besides weekly Professional Development sessions, has also designed a schedule of Instructional Rounds and individual meetings with teachers to support them with implementing CCLS and Danielson's Framework. ISA Coach Bob Galli facilitates professional development with consultations and supports teachers with both individual observations and followup visits.

3. SNAP (Academic Intervention) Team works really hard to keep track of student attendance and academic performance. To facilitate this process all staff members were trained to use Skedula online database to enter grades, academic performance and behavior data. The system is updated on a daily basis which gives the SNAP team enough information on the followup of student performance in each class and designing an action plan. First, a student in jeopardy of failing is scheduled for a meeting with the team. Simultaneously, the SNAP representative is making the outreach to the student's family to let the parents know about the situation. If no progress is made after parent conference, teacher must notify the SNAP Team and the meeting with the parent will be scheduled. The next step will be a referral to the guidance and administration.

Every week Social Worker Jim Martucci, serving Lafayette Educational Complex, teaches in freshmen ELA class about different issues of social adaptation, identity, bullying, conflict resolution etc.

4. This component is met both during weekly PDs for all the staff and individual meetings with Teacher's Center Coach Ms. Grunin. Mr. Kurylyk, the ESL Teacher, and all content teachers serving ELL are not only the participants of PDs planned to meet the needs of ELLs, but are also co-creators of such PDs, as they ask questions about differentiation and serving ELLs. Lesson Planning Inquiry Teams further discuss the implementation of instructional strategies, while Instructional Rounds help teachers gain insights and share their opinions about effectiveness of those strategies. All the records about PD meetings, instructional rounds, lesson planning inquiry meetings, unit plans, curriculum maps and differentiation of lessons to meet the needs of ELLs and IEP students are maintained by literacy coach and TC's Coordinator Ms Grunin.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents/guardians of newly enrolled ELL are given behavior expectations, information about graduation requirements and college readiness, and a page describing the program requirements for a free standing ESL program at Life Academy. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills (logging into ARIS and Skedula) are addressed. We also send home letters, memos, e-mails and use our phone messenger to deliver important messages. So far, we staff members who speak the following native languages of ELLs: Mr. Kurylyk speaks Ukrainian/Russian; Ms. Ortiz and Ms. Rodriguez speak Soanish; Ms. Diaz speaks Chinese Mandarin and Cantonese; Ms. Aarti Sawhey speaks Urdu, Mr. Abufahra speaks Arabiv. In case we do not have a staff member to communicate with a parent/guardian we would utilize the translation phone line from the DOE.

Ms. Mary Yngram is PTA representative. Parents also participate in the SLT and important decision making regarding budget, afterschool activities, programs, academic data, including graduation, passing rate etc.

In the spring, we invite all parents to complete the Learning Environment Survey. Additionally, every year Life Academy hosts Cultural Festivals, Thanksgiving Share, Lunches and Talent Shows to which all parents are invited.

2. Insitute for Student Achievement is the organization that Life Academy partners in order to provide support to parents of ELL in understanding the challenges of college readiness and inegration of CCLS.

Coney Island Generation Gap is another partnership organization that provides volunteer opportunities and community outreach for all students and parents at Life Academy.

The SNAP Team does the outreach to parents to make them part of the school community.

3.HLIS is the primary assessment tool to identify not only the language spoken at home by new admits, but also the English language needs of parents. Personal interviews during orientation and registration are another indicator of the English level proficiency of parents and their needs. If parents choose to watch the Orientationa Video in one of the 9 languages (available at DOE website) that could be a predictor of certain comprehension difficulties of parents. Also, Parent Survey and Program Selection Form completed by parents of ELLs during registration give the staff additional information about linguistic needs of parents. As described in answer # 1, at the moment among the staff we have the speakers of all the native languages represented among the ELLs. In case of need, we would use DOE's translation service.

Ms. Juarbe is our parent coordinator. Together with the SNAP team she manages parent outreach and tries to evaluate the needs of parents.

4. PTA meetings and letters home (translated into target languages) ensure that parents have all information they need about programs, school activities, graduation requirements and the progress of their children. Last year such activities as Halloween Talent Show, Thanksgiving Share, Holiday Concert , Black History Month Concert attracted a lot of parents and helped establish the feeling of being welcome in their child's school.

The SNAP team efforts prmote shared responsibility for academic success of students at LIFE ACADEMY. A lot of information about school life is distributed in the native languages of the ELLs, especially about the upcoming events, which makes parents part of the LIFE ACADEMY community.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Life Academy for Film & Music

School DBN: K-559

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ferraiola, Lisa	Principal		1/1/01
Warren, Theresa	Assistant Principal		1/1/01
Juarbe, Cynthia	Parent Coordinator		1/1/01
Kurylyk, Victor	ESL Teacher		1/1/01
Juarbe, Cynthia	Parent		1/1/01
Rodriguez, Anna/Spanish	Teacher/Subject Area		1/1/01
Davis, Torri/Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K559

School Name: K559

Cluster: _____

Network: 404

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

Part A: Needs Assessment Findings

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

According to the RLAT report in ATS, there are 7 ELLs who are coming from homes where the language other than English is spoken. The following are the language backgrounds of our students: Chinese is spoken in the family of 1 ELL, Ukrainian is spoken in the home of 1 ELL, Spanish is spoken in the homes of 3 ELLs, French is spoken in the family of 1 ELL and Haitian Creole is spoken in the family of 1 ELL. Besides the same language backgrounds there are also former ELLs in whose home Urdu, Russian, and Arabic are spoken. The need for written translation and oral interpretation services is identified through information provided by parents in HLIS, the proficiency level of parents assessed by the staff at the orientation and the need of parents to watch the Parent Orientation Video in the language other than English. Another way to assess parents' need in translation is through parent outreach done by SNAP teams, parent-teacher conferences, IEP meetings (Special Education, ESL and content teachers report on the need of translation), and different informal meeting such as talent shows, cultural festivals etc. Based on these needs and requests, Life Academy uses both in-school and outside resources to provide oral and written translation of all outgoing written documents into target languages spoken by parents at homes.

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.

Based on the data obtained through HLIS, initial orientation, parent-teacher conferences, IEP meetings, and SNAP outreach, the need to provide written translation and oral interpretation is critical to families of most current ELLs and some former ELLs. The families where no English or little is spoken are represented with the following languages: Chinese, Spanish, and Ukrainian. Parents always requested translation services during parent-teacher conferences and IEP meetings. The administration was notified about those needs and they were discussed during the staff meeting. Administration assigned bilingual teachers to assist in interpreting to parents during parent-teacher conferences, IEP meetings and in translation of important documents: Mr. Kurylyk from and into Ukrainian and Russian, Ms. Rodriguez from and into Spanish, Ms Diaz from and into Chinese (Mandarin, Cantonese), Mr. Abufahra from and into Arabic, Mr. Brudus (a newly hired Guidance Counselor)

from and into Haitian Creole and French. Basically, the staff members speak all the languages of ELLs and former ELLs and can provide support to families with translation and interpretation services.

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.

All important outgoing mail that includes messages about school life and protocols is translated into Chinese (Mandarin), Spanish and Ukrainian - the families of most needy parents whose English proficiency in English is very low. Copies will also be available in other languages represented in the homes of ELLs and former ELLs (Russian, Haitian Creole, Arabic and Urdu). The documents will be translated in advance before the mailing deadline by the in-house staff and volunteers who have native-speaking competence in the target languages: Ms Diaz in Chinese (Mandarin), Mr Kurylyk in Ukrainian/Russian, Ms. Rodriguez in Spanish, Ms. Aarti Sawhney in Urdu. All the native-speakers are either Life Academy staff or work at the International H.S. (located on the same floor). In case of need, arrangements will be made to make the staff member available for the written translation services.

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.

All the staff members who have native-speaking competence in Chinese (Mandarin), Russian, Urdu, Spanish, Ukrainian/Russian, Arabic, Haitian Creole will be notified in advance about the forthcoming SNAP meeting, IEP meeting or phone conference. In case of need, coverages will be provided to teachers to ensure that they can interpret during a meeting with a parent or guardian who does not have proficient understanding in English. Every effort will be made to schedule a meeting at the most convenient time for parents and teachers. All the oral interpretation services will be provided by an in-house school staff.

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>.

In accordance with Chancellor's Regulations A-663, Life Academy will determine within 30 (thirty) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department.

The school will maintain an appropriate and current record of the primary language of each parent. Such information must be maintained in ATS and on the student emergency card.

In order to communicate effectively with parents whose home language is not English, Life Academy will provide language assistance services using both in-house staff, volunteer and the DOE resources in translation and interpretation of the following:

- a. registration, application, and selection;
- b. standards and performance (e.g., standard text on report cards);
- c. conduct, safety, and discipline;
- d. special education and related services; and
- e. transfers and discharges.

Also, Life Academy will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

In case Life Academy does not have any staff members or volunteers who speak the language of parents, it will request help at the Translation and Interpretation Unit within DOE to (a) translate such critical communication in a timely manner, in each of the covered languages; and (b) work with the office responsible for the critical communication to make such translations available to the schools.