

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K382

School Name:

**ACADEMY FOR COLLEGE PREPARATION AND CAREER EXPLORATION: A
COLLEGE BOARD SCHOOL**

Principal:

DORIS UNGER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy for College Preparation and Career Exploration School Number (DBN): 17K382

Grades Served: 6-12

School Address: 911 Flatbush Avenue, Brooklyn New York 11226

Phone Number: 718.564.2566 Fax: 718.564.2567

School Contact Person: Doris Unger Email Address: Dunger@schools.nyc.gov

Principal: Doris Unger

UFT Chapter Leader: Angela Voccio

Parents' Association President: _____

SLT Chairperson: _____

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): _____

District Information

District: 17 Superintendent: Michael Prayor

Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn New York 11236

Superintendent's Email Address: mprayor@schools.nyc.gov

Phone Number: 718-968-4900 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: Cheryl Watson-Harris

Director's Office Address: 415 89th St., Brooklyn, 11209

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Doris Unger	*Principal or Designee	
Angela Voccio	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Jose Garcia	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ngozi Akbar	Member/Teacher	
Andrea Wright-Cunningham	Member/Teacher	
Icon Bell	Member/Paraprofessional	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission

The mission for the Academy for College Preparation and Career Exploration is to develop each student based on their individual needs to ensure that as they move along the pathway to college and career readiness they are provided structures and adequate support that will enhance their ability to succeed and accomplish their goal(s). Our aim is to develop every student in a nurturing environment, such that, their critical thinking abilities are heightened to the extent that they become productive members of our global society proficiency level

Vision

The vision of the Academy for College Preparation and Career Exploration is to provide effective and meaningful instruction that are differentiated and Common Core Aligned to meet the needs of the diverse learners in our learning environment. Our expectations are for all students who enter through the high school would be enrolled in college by the end of their fourth year. We aim to ensure that every middle school student improve their proficiency level by at least one level as they move vertically along grades.

The Academy for College Preparation and Career Preparation is a grade 6-grade 12 learning environment that caters to a variety of students with low socio-economic background, family issues, and cultural diffusion problems. The philosophy of our team is that all students can and will learn once they are provided with the necessary structures and support. With this said our aim is to provide the necessary support that will address each individual student need and use data to effectively support their learning. We endeavor to individualize instruction through the use of differentiated instructional strategies and addition support mechanism such as: extended day, teacher guided tutoring, peer tutoring, and Saturday Academy that are designed to improve our student cognitive abilities. It is important to note that we focus heavily on the lower third students both in the middle school and high school. Our aim is to ensure that the lower third students are provide with individualized support which include monthly guidance as well as weekly parent conferences designed to address student progress. Additionally we address the needs of our high proficient learners through our partnership with Brooklyn college. These students are exposed to college now classes and are supported by a BCCP mentor who support their academic needs and their college application process. In our quest to continue supporting our students we have developed partnerships with organizations such as Urban Advantage, Champs (basketball and volleyball) and the Sports and Arts In-School Foundation to provide our students with additional academic and extracurricular opportunities.

Our focus for the 2015-2016 school year is to focus on instruction specifically on Domain 3: Instruction. We as a school recognize that in order for students to achieve their academic goals teacher pedagogy must be effective. To this end we provide teachers with professional development that is designed to address their individual needs in an effort to provide students with rigorous lessons that serve the purpose of closing the achievement gap.

17K382 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	506	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	72.1%	% Attendance Rate		81.9%
% Free Lunch	75.0%	% Reduced Lunch		4.9%
% Limited English Proficient	5.8%	% Students with Disabilities		16.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		89.5%
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		17.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		4.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.8%	Mathematics Performance at levels 3 & 4		8.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		27.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	70.5%	Mathematics Performance at levels 3 & 4		65.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	68.1%	% of 2nd year students who earned 10+ credits		71.3%
% of 3rd year students who earned 10+ credits	57.8%	4 Year Graduation Rate		63.0%
6 Year Graduation Rate	77.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the data surrounding the state assessments for ELA and math in the middle school there is a need for our school to focus on instruction that is rigorous. The middle school data indicate that the school math percentile ranking was 33.1% compared to the City 51.1%; ELA percentile ranking was 38.45% for the school compared to 51.2% for the city. The math percentile ranking for grade 7 indicate that the school was 43.0% compared to the city and 38.5% for ELA compared to the city 51.2%. Additionally, the data for the high school in regards to Regents subjects indicate that a focus must be on the achievement of students in all subject areas. The high school percentage of students passing in Algebra was 33%; Geometry 49%; Algebra 2 and Trigonometry 33%; English 62%; Earth Science 50%; Living Environment 58%; Chemistry 7%; Physics 33%; Global History 37%; and US History 61%. These numbers indicate that the focus must be on instruction that is effective in increasing the passing rate of the students both in the middle and high school.

Strengths:

- Engage students in college and career readiness
- Provide a safe nurturing environment for all students
- Communication with parents to inform them of student’s progress
- Monitor teacher progress and design Professional Development to address their needs
- Alignment of all subject areas with the Common Core curriculum in the middle school and math and English in the high school

Weakness

- Improving student scores on the Regents exam
- Effectively moving the proficiency level of the bottom third students
- Teacher use of data to inform planning and instruction

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By May 2016, 100% of the middle school teachers will have implemented Common Core aligned curricula in all four core subjects in the middle school.
- By May 2016 all high school teachers would be engaged in data driven instruction that will be used to guide their practice to ensure that students are successful on their Regents exam
- Teachers will 100% of the teachers in both schools would include rubrics, as part of their assessment tool, to ensure that high expectations and goals are set for students
- Engage students in rigorous performance tasks that enhances the student critical thinking skills

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>There is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/ or content standards. Ninety five percent of our students are reading below grade level. 85% of our students enter the school performing below grade level in Math and ELA. 95% of our students improve their performance on the ELA and Mathematics State Exams compared to their peers.</p>	<p>Teachers from all disciplines</p>	<p>September 2015-June 2016.</p>	<p>Teacher leaders and Administrators</p>
<p>Teachers will be given the necessary administrative support in the design and revision of the curriculum.</p>	<p>All Teachers</p>	<p>September 2015-June 2016.</p>	<p>Principal and Assistant Principals</p>
<p>Professional Development from the Principal and Assistant Principals on differentiated instruction, types of assessment, and rubrics to address the needs of the teachers.</p>	<p>All Teachers</p>	<p>September 2015-June 2016.</p>	<p>Assistant Principals and Lead Teachers</p>
<p>To facilitate teacher improvement we will send key personnel to Common Core curriculum training that highlights expectations for teachers and students. The teachers who attend these trainings will engage other teaching practitioners by turn- keying and monitoring impact of the implementations.</p>	<p>All Teachers</p>	<p>September 2015-June 2016.</p>	<p>Teacher Mentor, Lead Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
OTPS funds to cover teachers release for professional development, instructional material and replacement of antiquated smart boards and projectors. We have arranged the schedule to facilitate common meeting of teachers for planning. We have created an assessment team to ensure classroom instruction is addressing the needs of the individual child including students with IEP and English language learners.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By December, 2015 , 50% of teachers including the instructional lead teachers will have their lesson plans and curriculum aligned and their lessons will be implemented to demonstrate rigor for all students. Additionally, teachers will have coherent curriculum which is reflective in their lesson execution and plans for all learners in their classroom. This will be evidenced based on their curriculum, unit and lesson plans that will be available in the classroom and main offices as well as online for parent.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

47% of teachers received a Developing on their HEDI scale in Danielson Framework component 3b questioning and discussion for school year 2014- 2015. This rating was consistent with the low inference evidence from our Quality Review and PPO visits. Students in most classrooms are compliant rather than engaged during lessons. There is a need to develop teacher pedagogy from a coherent set of beliefs in regards to how students learn best then use this information to guide the instructional shifts, continued utilization of Danielson Framework for Teaching, alignment of the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

An analysis of our scholarship report, Regents results and based on the recommendations found in our 2014-2015 PPO visit and Quality Review, the school has identified a need to improve teacher pedagogy. Through the implementation of the Danielson Framework for Teaching, feedback is provided to teachers addressing specific competencies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>After-School professional development cycle on Danielson component 3B led by administration and staff during the first two months of the 2015- 2016 school year. Teachers develop unit-wide questions to address the needs of range of learners.</p>	<p>Teachers from all disciplines</p>	<p>September 2015-June 2016.</p>	<p>Lead Teacher and Teacher Mentors</p>

Inter visitations to Model Teacher(s) classroom as well as content area colleagues to conduct low inference observations and to debrief student and teacher questions and responses, showing best practices around students while being supported and nurtured so as to foster academic and interpersonal success.	All teachers	September 2015-June 2016.	Lead/Model Teachers
Teachers will use ARIS Learn and the Learning Classroom professional video/materials to observe highly effective questioning techniques and to evaluate themselves in the domain of questioning.	All teachers	September 2015-May 2016.	Administrator
Participation in Urban Advantage and AP Expansion Program that allow teachers to visit host school and turn key strategies during weekly PD periods.	Teachers	September 2015-June 2016.	Lead Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
OTPS funds to cover teachers release for professional development. We have arranged the schedule to facilitate inter-visitation for teachers.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Feedback provided to teachers after three rounds of observations (cycle 1. Fall 2015) will focus on questioning and assessment. By the 2 nd observation cycle (Spring 2016), there will be an increase of one HEDI level in Domain 3 when measured against teacher’s initial observation
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our observations for 2014 – 2015 indicate that there is a need to increase the level of questioning that leads to critical thinking on the part of the students as well as the need for uniform rubrics throughout the school that will serve the purpose of facilitating students’ ownership of progress toward their next learning goals. In order to ensure our students are college and career ready we have to ensure they perform on or above grade level. To ensure that students are provided with the necessary skill sets that provide the pathway to college and career readiness teachers will actively collaborate with each other to provide a cross subject curriculum that focuses on student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will meet in a professional learning community where they will revise curriculum and use data to modify instruction in order to improve pedagogical practices and student outcomes. Students with Disabilities (SWD’s), English Language Learners (ELLs) and the lowest third it is expected that the effects of collaboration and use of data will result in a 3%-5% increase in regards to the proficiency level of students within these subgroups. Students will score at or above proficiency as measured by the New York State ELA, math, and science assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will collaborate each Monday and Tuesday to engage in activities such as analyzing relevant screening and</p>	<p>Students with SWD, ELL and</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principals, classroom teachers,</p>

diagnostic data, analyzing student work, formative assessments, UDL strategies, progress monitoring, response to data and shared beliefs on how students learn best in order to encourage increased teacher effectiveness which will comport to student learning in math, ELA and science.	bottom third of students		paraprofessionals literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists
Teachers of students with disabilities, the lowest third and English Language learners will collaborate with general education teachers each Monday and Tuesday to share, revise and adapt instructional techniques, lesson and unit plans based upon students IEP and/or their individual needs	Teacher	Sept. 2015- June 2016	Principal, Assistant Principals, classroom teachers, paraprofessionals literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists
Parents /Teacher conferences will be scheduled for Tuesdays along with the guidance counselors, to discuss student goals that promote high levels of student engagement and inquiry. The school will also provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and science, Skedula training.	Parents, Teachers, Guidance Counselors	Sept. 2015- June 2016	Principal, Assistant Principals, classroom teachers, paraprofessionals literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists
To understand needs and incorporate trust, teachers will work collaboratively in horizontal, vertical as well as interdisciplinary teacher teams to deliberately and strategically determine student goals that promote high levels of student achievement in ELA, science and math.	Teachers	Sept. 2015- June 2016	Principal, Assistant Principals, classroom teachers, paraprofessionals literacy and math coaches, Teacher Center Specialist, Borough Field Support Specialists

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session would be allocated for staff to conduct parent workshops on weekends and after school. There will be contracted vendor costs and cost of coverage for teacher meetings with Borough Field Support Specialists, consultants and coaches. Technological resources and other relevant instructional materials will be needed to meet the needs of all participants.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all teacher teams will meet in a professional learning community where they will revise curriculum and modify instruction in order to improve pedagogical practices and student outcomes for Students with Disabilities (SWD's), English Language Learners (ELLs) and the lowest third resulting in a 3%-5% increase of students within these subgroups scoring at or above proficiency as measured by the January benchmark.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a learning community we believe that students learn best when they are provided with structures and supports that foster a rigorous learning environment where they are able to engage in critical thinking skills that enhance their cognitive abilities. To this end teacher must engage in developing lessons that are differentiated with multiple entry points and tasks that challenge learners for deeper thinking. However, there is a need to improvement in pedagogy as it pertains to: questioning that leads to high levels of student thinking as well as the need for rubrics that are uniform. The high school Regents results indicate that the English was excellent; the math was good, science was fair; and social studies were fair. College and career readiness indicate that 37% of the students completed approved college preparatory classes and assessments as measured against 46% for the city. 14% of our students graduated college ready as measured against 33% for the city. 47% of our students were enrolled in college within 6 months of graduation as measured against 51% for the city. The lowest third students in the Middle School, improvement on the ELA state exam is poor while on the math state exam it is fair. In order to ensure all our students are college and career ready we have to provide a solid platform for learning that results in all student achieving their academic goals. This is possible with teachers collaborating with each other.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all school leaders will set high expectations that focuses the teachers to increase their capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs), Students with Disabilities (SWD), and the lowest third resulting in a 5% increase in teachers improving one performance level as reflected in component 3b questioning and discussion techniques in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers of Grades 6-12 will engage students in higher order questioning and discussion techniques through the use of Depth of Knowledge (DOK), Cognitive Rigor Matrix, and Socratic Seminar. They will also participate in professional learning communities activities centered on these instructional strategies</p>	<p>Students in Grades 6-12</p>	<p>September 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher, center</p>
<p>Inter-visitations to model classrooms and model schools with reflection time and through AP extension Programs</p>	<p>All Teachers</p>	<p>June 2015</p>	<p>Teachers, AP extension, Assistant Principals</p>
<p>Teachers will meet in grade levels and in content areas weekly to develop questions and lessons.</p>	<p>All Teachers</p>	<p>June 2016</p>	<p>Lead teacher, Assistant principal</p>
<p>Teacher will engage in tracking student progress on Skedula and use "Compass" to target specific students who are at risk</p>	<p>All Teachers, Special Education Teachers</p>	<p>June 2016</p>	<p>Assistant principals, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, all school leaders will set high expectations that build on teachers' capacity to use differentiated questioning and discussion techniques for English Language Learners (ELLs) and Students with Disabilities subgroups (SWD), and the lowest third resulting in a 20% increase in teachers improving one performance level as measured by</p>

the cumulative January ADVANCE data. Additionally, supervisors will monitor teacher feedback from conferences and align their progress to the artifacts they provide for consideration.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our Learning Community has an active and dynamic group of parents whose participation in school wide activities is well recorded. These parents attend curriculum fairs, PA meetings; school base and student run events. However, we have long recognized the importance of parents in our school community such that an efforts community event that includes their attendance has increased in an effort to foster good relationships with our patents. As per the parent survey 90% of parents felt the school provided their child with an education that was of high quality.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal of the Academy for College Preparation and Career Exploration is to increase parent involvement by approximately 50% for the 2015-2016. The admiration and staff are well aware that forming partnership with the parent is fundamental in ensuring a trust and a safe learning environment. In order to reach the students and cater for their success we must build family ties so that our team become a family to all students and are able to assist them inside and outside of the classroom.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Time will be scheduled on Tuesday afternoon to communicate with parents and update Skedula, which serves as a communication medium where teachers may interact with students and parents.</p>	<p>Parents/Guardians</p>	<p>September 2015; June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher, center Parents and guardian</p>
<p>Plan family night, game night, science fair, culture day that provides a platform for teachers and parents/guardians to interact and increase their communication in an effort to ensure that parents are an integral part of the school community and are kept abreast of their children performance.</p>	<p>Parents/Guardians,</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher, & Parents and guardian</p>
<p>Increase our partnership with community based organizations such as BBCP, CCRB, Medgar Evers College, & City Tech in an effort to engage parents in activities in which their children are enrolled in order for them to gain a better understanding of the social and academic processes that serve the purpose of increasing student success.</p>	<p>Parent/Guardian & teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, classroom teachers, literacy and math coaches, Teacher, & Parents and guardian</p>
<p>Increase use of the school messenger and Skedula to inform parents of upcoming events (PA meetings, important dates: teacher parent conferences, Regents week, Saturday school notifications, Calendar items etc.</p>	<p>Parents/Guardians</p>	<p>September 2015-June 2015</p>	<p>Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent involvement money

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students will be selected based on baseline and benchmark assessments for interactive and repeated readings and writings After school program	Aventa, Wizard, and Iready.	Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out based on their academic needs.	Lunch tutoring, After School Academy, and Saturday Academy.
Mathematics	Students will be selected based on baseline assessments and diagnostic assessments as well as prior exam scores (State generated	Aventa, Wizard, and Iready.	Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out based on their academic needs.	Lunch tutoring, After School Academy, and Saturday Academy.
Science	Students will be selected based on baseline and benchmark assessments for science content support through E.L.A and Mathematics	Aventa, Wizard, and Iready.	Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out based on their academic needs.	Lunch tutoring, After School Academy, and Saturday Academy.

Social Studies	Students will be selected based on baseline and benchmark assessments for Social Studies content support through E.L.A	Aventa, Wizard, and Iready.	Small group instruction is provided three times every week for all students. Students receive enrichment during lunch tutoring. Additionally, students will receive pull out based on their academic need	Lunch tutoring, After School Academy, and Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students will be selected and scheduled for counseling based on incidents and behavioral issues. Additionally students who are mandated for individual and in small groups will be scheduled for the appropriate service. The Psychologist will also counselors students on a needs only basis.</p> <p>The Lutheran clinic housed in our learning community will also provide immediate attention and assessment of students' medical needs</p>	The Guidance counselor provides weekly for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.	The Guidance counselor provides weekly for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.	Lunch tutoring and After School Academy.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas 2. Mentors are assigned to support struggling and new teachers 3. School Mentoring Plan identifies mentors, mentees and activities to support professional development towards retention 4. The administration will work closely with the Borough Support Center-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. School Professional Development committee meets regularly to discuss and collaborate on professional learning activities for staff 2. Teachers and paraprofessionals receive professional development during team meetings and professional development activities regularly conducted by the Assistant Principals, Principals, and literacy and math coaches. 3. Teacher Development Coach provides professional learning cycles for at-risk and non-tenured teachers 4. Content specific professional development is scheduled by the Borough Field Support Center for teachers and paraprofessionals 5. Teachers receive implementation support from contracted vendor for newly purchased programs 6. ESL teachers receive support in effective ESL strategies by attending DOE OELL and Fordham University professional learning offerings 7. Principal and Assistant Principals attend scheduled district professional development

8. Principal and Assistant Principals receive scheduled professional development through the District Talent Coach

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 decision making process followed Chancellor’s guidelines:

1. Principal designated 5 staff members and the UFT designated staff members to form a team
2. After receiving professional development, Principal conducted training session on the purpose, protocols and responsibility of the team
3. Team members will attended professional development during the summer of 2015
4. Team members met to examine and decide options for the staff

Team members presented selection of appropriate assessment measures to the staff during a professional development Monday in September

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	369,970.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,687,845.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

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

Part A: School Information	
Name of School: <u>ACPCE</u>	DBN: <u>17K382</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>32</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>31</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We have 35 ELL students with diverse needs in all subject areas in the classroom and also for exam preparations. Our school has 32 staff members in which teachers in each subject area at each grade level play a pivotal role in fostering ELL student achievement. The report cards and midterm progress reports of the ELLs reflect that the students need additional academic support to pass their content courses. The most recent Regents exam scores of the high school ELLs and the statewide math and ELA test scores of the junior high ELLs also reflect a need for academic help. The ELLs' low passing rate indicates a need for additional scaffolding of content, review and preview of material, and additional focus on reading and writing skills the coursework requires. Certified ESL instructor Roberta Chacon will conduct additional support classes. On Thursdays, from 2:25-3:25pm, 30 sessions from November 2014 to June 2015, students will receive whole group instruction in a 15:1 setting with content area teacher and push in with the ESL teacher to comprehend and complete their assignments, class material, and reinforce understanding of their content, in particular, for ELA, Global and US History, and Living Environment, required courses with Regents exams. Students (all 35 ELL students) who are in jeopardy of failing classes and/or students that need regents/NYS exams to graduate will participate in the after school program. The ELL will group students according to NYSITELL results/content specific exams and subject area teachers will co teach to push content and rigor. The Saturday program (9-12pm), 27 sessions, will focus on content area instruction from Nov til Jan for high school only, then focus will be on middle school NYS exams until April, and finally back to content specific instruction to finish the year for high school only. In After School and Saturday school, there will be certified content teachers in Algebra, English, Social Studies, and Living Environment for high school and math & English for middle school along with ELL teacher (7 service providers). Student to teacher ratio will be at most 15:1 because ELL students will be in different level groups and serviced on different days of the week. ESL teacher will receive resources to prepare students for the NYSELSAT and Regents exams such as review books and previously administered exams. The per session costs for ELL and push in content area teachers will be provided by the title III funding complemented by other funding sources. Last year's Regent tests results and this year's report card grades reflect that English language Arts, Social Studies, and Science are areas of great need of language support to successfully fulfill the reading and writing requirements of these courses, and an unfamiliarity with American culture and history presents the ELLs with a unique detriment to their learning of history. The classes are available to ELLs in grades six through twelve and to those ELLs who have passed the NYSESLAT within the last two years. The languages of instruction will be English and Spanish. The materials will be content class texts, support materials created by the teacher, and the resources of the ESL classroom: Gateway Social Studies and Science textbooks and workbooks, dictionaries (bilingual and English-only simplified versions), bilingual glossaries, and bilingual materials that can be procured in Spanish, Haitian Creole, French, or Arabic will also be used as needed, and videos with English and foreign language subtitles. A maximum of 20% of the budget will be allocated for materials to supplement the ESL resource room with ESL support materials, textbooks in other languages (if available), videos, computer software, Smartboard software, and will also cover stationery/postage. Parents will be informed by a letter home that will be translated into the students' home languages. The content area teachers will be informed of the classes during the common planning periods so that they can refer students to the classes. During ESL class, the students will be informed of the support classes. The students participating will complete a questionnaire to assess their greatest areas of need. There are 35 ELLs currently enrolled at ACPCE. The subgroups specifically targeted are junior high students who have received low grades on their statewide ELA and math exams and senior high students who have failed their Regents exams.

Part B: Direct Instruction Supplemental Program Information

The classes will begin November 6, 2014, and continue weekly Thursdays, on all Thursdays with students in attendance throughout the rest of the school year and Saturday classes. The classes in May and June will focus on content area instruction.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In September, certified ESL teacher Roberta Chacon began meeting the parents of each ELL in a family conference at school to initiate parental involvement and to initiate and foster a good parent-teacher-school relationship. During these conferences, parents are informed of upcoming meetings, programs for parents of ELLs, and the use of Skedula. The parents' best availability for meetings is also ascertained so that the meetings can be scheduled when the greater number of parents can attend and to stagger the schedule between days and evenings so that more parents are available to attend. The topics of the parent meetings will include: graduation requirements, school support services offered, Regents exams and state testing, fostering literacy at home, using Skedula, and utilizing community resources (museums, art exhibits, zoos, performances, and parks) to provide valuable learning experiences. Parents will receive a letter informing them of the meetings and the topics in English and in their home language. Mrs. Chacon can provide Spanish interpretation. Parents can indicate on their rsvp if they could like interpretation available in other languages. Staff at ACPCE and on the Erasmus campus can provide interpretation, and if need be, services can be requested from the NYC DOE's Language translation Unit. The goal of these meetings is to help parents feel informed about and comfortable with school requirements, policies, and procedures, their rights and choices as a parent of an ELL, the State's academic content and achievement standards, the state and local academic

Part D: Parental Engagement Activities

assessments, as well as alternate assessment, how to monitor their child's progress, and how to communicate and work with educators. These parent workshops will be held once a month.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 382
School Name Academy College Prep & Career Exploration		

B. Language Allocation Policy Team Composition

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

Principal Doris Unger	Assistant Principal Lyndon Charles
Coach Nicola Anderson	Coach Nigel Pestano
ENL (English as a New Language)/Bilingual Teacher Julia Caine	School Counselor Elissa Campbell
Teacher/Subject Area Ghislie Souverain, English	Parent Edward James
Teacher/Subject Area Andrea Cunningham, English	Parent Coordinator Kathleen Riley
Related-Service Provider Pamela Washington	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	479	Total number of ELLs	45	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	2
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	42	3	1	3	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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		4	7	1	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1	1				0
Haitian							1	2	2	8	8	2	2	0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	1		8	9			0
Emerging (Low Intermediate)								2			2		1	0
Transitioning (High Intermediate)									2	1	2			0
Expanding (Advanced)								2			1		1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	1								0
6	5								0
7	2								0
8	2								0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4		0	
Integrated Algebra/CC Algebra	24		3	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	17		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	7		1	
Geography				
US History and Government	1		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The students' reading levels are assessed by the Teacher's College Reading Assessments. The data have shown us that the most ELLs need literacy instruction to be able to read at content textbook level. ELLs with IEPs show reading levels that are several grade levels behind the students' grade placement. This has necessitated an emphasis on early literacy skills in the ENL classroom and a differentiation of materials and scaffolding support for ELLs in the content classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
On the NYSITELL, most of our students perform at the Beginning or Entering level. On the NYSESLAT, the data reveals that students have a higher proficiency in speaking and listening than in reading and writing. There are students who have reached the level of proficiency in speaking and listening but may be at a lower level in reading and writing and thus must continue to receive ENL services. Across the grade levels, there is a high degree of variation. There are Entering, Emerging, Transitioning, Expanding, and Proficient students across the grade levels. There are newcomer ELLs and Emerging and Transitioning students, in both junior high and senior high grades. Length of time in the United States is a better predictor of the Commanding level as well as scores on the NYSESLAT (as opposed to just grade level status).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
These patterns indicate where there needs to be an emphasis on rigorous instruction. Our school emphasizes reading and writing across the curriculum to target the weaker modalities of reading and writing on the NYSESLAT. All of the skills are practiced in each class every day.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Almost all the ELLs at our school take their exams in English either due to their preference or due to the unavailability of the exams in French or Fulani. Across the proficiency levels, a low percentage of our ELLs passes their Regents exams. We are using such data as the basis of our Inquiry work.

The ELL periodic assessments reveal more about the proficiency and progress of ELLs with lower proficiency than ELLs of higher proficiency as the exams do not reach the same level of difficulty as the NYSESLAT. The native language is not used for the periodic assessments. Periodic assessment data drives instruction in the form of curriculum and/or lesson plan modification.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Not applicable.

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

The ENL teacher places each student in a group according to his/her language proficiency, as measured by NYSITELL or NYSESLAT results. The materials each student uses are appropriate for each student's level of acquired English. All non-ENL teachers who teach ELLs are provided with appropriate data reports as well as professional development with our ENL teacher. To develop second language skills, all four modalities of language learning are targeted in each the ENL class. Textbooks and other instructional resources such as glossaries have been carefully chosen for this population to use both in ENL and non-ENL classes. All classroom material challenges students while making learning attainable. Textbooks are Common Core Standards-aligned so that the students are on pace with their peers in corresponding ELA and Math classes. All lessons are planned with a focus on meeting state and Common Core standards in Math, ELA and ENL and with an emphasis on rigor and setting high expectations for learning. All ELLs receive push-in support from their ENL teacher in their non-ENL classes.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not applicable.

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Upon an ELL student's entry to ACPCE, our Parent Coordinator distributes the Home Language survey which is completed with the assistance of a pedagogue. The parent coordinator, the guidance counselors, and the ENL teacher are informed of an incoming ELL. Within ten days, the NYSITELL is administered by a certified ENL teacher. Spanish-speaking students are also given the LAB in Spanish by a certified Spanish teacher. Our ENL teacher also administers the NYSESLAT in the spring after attending professional development for test administration. An informal interview ascertains whether the student can answer basic questions about name, address, grade, length of time in the U.S., and phone number, if the student can understand and use present, past, and future tenses, and if the student has command of phrasal verbs and idioms.

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

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

RLAT reports from ATS are used to determine which students are eligible for NYSESLAT testing. This data is cross checked with that of students who have been here less than two years and new admits not yet in the ATS system. NYSESLAT and NYSITELL scores determine the number of minutes of ENL instruction as per guidelines in CR-154.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Within 30 days of enrollment, the school utilizes a questionnaire to ascertain prior educational experience, in addition to reviewing samples of student work, to identify potential SIFE students. Any student determined to be performing two or more years below grade level in literacy or math in their home language and has only been attending schools in the United States for less than a year will be identified as such.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
A Language Proficiency Team (LPT) is formed consisting of our ELL teacher, guidance counselor, Special Education supervisor, Principal or designee, and the student's parents. A qualified translator/interpreter will be present to support parents at all LPT meetings. The team will review evidence of the student's English language development and make a recommendation on whether or not the student should take the NYSITELL. If the recommendation is for student not to take the NYSITELL, the principal will then carefully review this decision, making a final determination in consultation with superintendent. Parents are notified of any and all decisions in their preferred language within three days. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, protocols consistent with SIFE identification are commenced.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The protocol for distributing the Parent Survey and the Program Selection Forms is the survey and the form are given during the admission process. ENL Teacher meets with the parents of incoming possible ENL students. After completing the HLIS, if a language other than English is indicated, then the parents are informed of their program choices should their child need ENL based on the test score on the student's English proficiency exam. As part of the registration process, after viewing the program selection video, the parent survey and program selection form are completed and collected. After NYSITELL testing, the parents are informed of the student's status as an ELL. These records are kept by the guidance counselors who act in conjunction with the certified ENL instructor, to inform parents of their choices, the programs, and program availability. To ensure parents understand the offerings and their rights, over the phone interpretation is offered.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Letters are sent home informing parents of their right to appeal any ELL status. An automatic review of any student's ELL status determination is commenced upon receipt of a written request from the student's parent or guardian within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Immediately when a new ELL enrolls, parents are informed of the three instructional models available in New York City, despite our school only offering free-standing ENL. We provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, including a licensed pedagogue, and languages used other than English are recorded.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
At the parent orientation, parents are provided with a Parent Survey & Program Selection Form (in the parents' preferred language). The parent must return the completed and signed form within 5 school calendar days to our parent coordinator or licensed ENL teacher. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Parents who opt for a bilingual program that does not exist at the school are given information about these programs available at nearby schools. We will document and include attempts to gather initial parent selection preference; documentation is maintained in ATS/contact logs.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent forms not completed or returned is tracked using appropriate ATS reports. Our licensed ENL teacher or Assistant Principal monitors this process. Further outreach continues until forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent choice is recorded in ATS. Once the student's program is determined, a placement letter (in the parents' preferred language) is sent home. Documentation logs are maintained with oversight from our ENL teacher or Assistant Principal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL original documentation is placed in each respective student's cumulative folder, maintained by our school secretary and made accessible for our ENL teacher and appropriate staff. Our ENL teacher also has a folder containing copies of originals.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the spring, the ESL teacher attends Professional Development to stay abreast of any changes to the NYSESLAT and for practice with scoring procedures. This training is then turnkeyed to the teachers chosen to score the speaking (oral) and the written parts of the exam. Impartial listeners who have been trained in the scoring procedures score the speaking section of the exam which is given to the students first. When the other parts of the exam arrive, the students are then given the other sections of the exam, the reading, writing, and listening portions. One section is given per day. Students have directions and/or test questions read in compliance with the provisions of their IEPs. Upon completion, trained scorers who are not the students' teachers score their writing. At this point, all the test documents are sent to the testing center to be machine scored and entered into the appropriate data system. The RLAT report on ATS informs us of who is eligible to take the test. Close attention is paid to absentee students. These students are carefully tracked to ensure that they complete all sections of the assessment within the allowable timeframe.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement Letters are sent to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year and in their preferred language. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our recent history reveals that all parents of incoming students, upon learning of the three models available, have chosen the free-standing ENL model that is offered at ACPCE. Therefore, the freestanding ENL model offered is in alignment with the choices of our parents. We are not required to offer bilingual services as per the Aspira consent decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. The model at ACPCE is standalone ENL. Classes offered are based on proficiency levels using both the heterogeneous and homogeneous model. The students who are identified as Entering and Emerging in their language proficiency attend two periods of ENL per day. Students identified at higher levels take our higher level course, in addition to the ELA class. Due to programming constraints, some more advanced students attend the Emerging and Transitioning class in which case the ENL teacher provides work at each student's respective level. Our ENL teacher also pushes in to the English classes as well as other subject area classes.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - a. Explicit ENL and ELA instructional minutes are delivered as per CR Part 154. All Entering students have two periods of ENL each day five times per week and the ENL teacher also pushes in up to five times a week, thus meeting the requirement of 540 minutes per week for Entering ELLs. All Emerging and Transitioning students have two periods of ENL each day five days per week thus meeting the requirement of 360 minutes per week. All Expanding students have one period of ENL per day five days a week as well as one period of ELA instruction five times per week, thus meeting the requirement of 180 minutes of ENL instruction and 180 minutes

per week of ELA instruction. Commanding students, though deemed proficient, still have access to services (including ENL teacher in ELA class) as mandated by state regulations.

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

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

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

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

The native language is supported by the availability of bilingual dictionaries and glossaries, homogenous language groupings, online bilingual resources, bilingual textbooks, and the pairing of a same-language 'buddy'. The ENL teacher is also able to provide Spanish interpretation and translation. Students can strengthen their Spanish and French skills through advanced language classes at ACPCE (for Spanish) and through a partnership with other schools on the Erasmus campus (for French). Students can take the LOTE.

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

d. Instructional plan for long-term ELLs: In order to help long-term ELLs meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English, and science. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for

Regents exams. All long-term ELLs are encouraged to attend the program offerings by their ENL and content area teachers. Furthermore, like the 4-6-year ELLs, these students are tracked and discussed on a monthly basis by their ENL teacher, content area teachers, and guidance counselors. These long-term ELLs have extended time on their exams.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The principal or designee will review the Re-identification Process decision to ensure that the student's academic progress is not being adversely affected by the determination. The principal or designee will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal or designee, based on the recommendation of qualified personnel and consultation with the parent/guardian, believe that the student is being adversely affected by the determination, the principal or designee will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the decision is made to reverse the ELL status, we will consult with the superintendent or his designee. Final decision notification will be made in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Eligible ELLs who are identified as having special needs receive a paraprofessional who provides daily academic assistance.

Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ENL teacher and content area teachers that target both the student's strengths to build upon and their areas of weakness. ELLs having special needs are included in all aspects of our school, including our ENL classes. Needs are met according to the parameters of each student's IEP. There are no ENL students at ACPCE whose IEP requires bilingual services. The only Special Education model at our school is ICT. Students are scheduled for Resource Room for assistance in Math and English and to meet their IEP goals. Thus, for all their other content classes, students with IEPs are placed with their General Education peers. In addition, counseling sessions and extra help are scheduled during lunch periods to maximize the number of class periods students with IEPs are in General Education classes.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

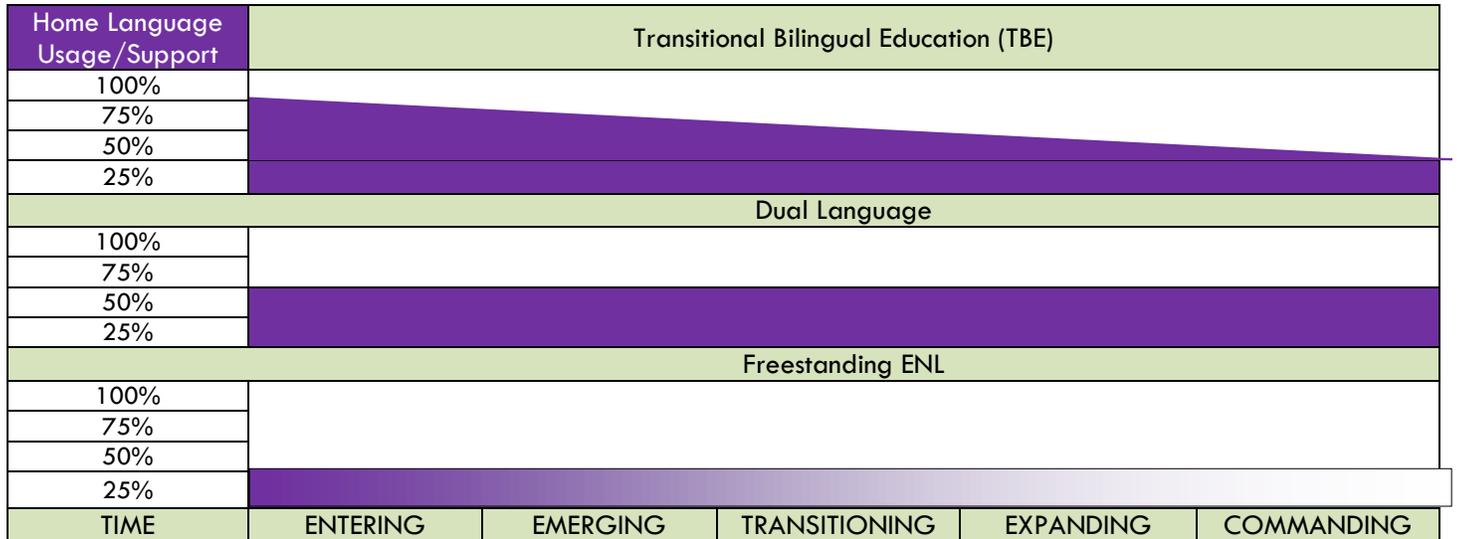


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our ENL teacher pushes in to other content area classes to provide support and guidance to our ELLs. Content area teachers receive specialized training on working with ELLs. These workshops provide our non-licensed ENL teachers with specific strategies in differentiating instruction to meet their specific needs. ELLs are afforded the same opportunities as non-ELLs to participate in all school programs, including college trips. Two different afterschool models are provided to our ENL students. There are afterschool classes for an hour and a half a day three days a week for extra help in content classes for all high school Regents classes. There are three-hour classes three days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered only in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ELLs at our school show an increase in language proficiency on their yearly NYSESLAT. The number of ELLs not passing their Regents exam show that more support and intervention is necessary.
12. What new programs or improvements will be considered for the upcoming school year?
New Common Core-aligned textbooks are being used in the ENL class. Common planning meetings allow for the ENL and content teachers to meet and discuss supports, strategies, and specific student needs.
13. What programs/services for ELLs will be discontinued and why?
There are no plans to discontinue any programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students in our school may attend afterschool classes and participate in any sports, school activities, or student government. Students receive letters that are distributed to the student body regarding any special activities. These letters are discussed in the ENL class to ensure student comprehension. Parents also received phone calls and letters describing afterschool programs. Two different afterschool models are provided to our ENL students. There are afterschool classes for an hour and a half a day three days a week for extra help in content classes for all high school Regents classes. There are three-hour classes four days a week for junior high students. The students receive one hour of homework help, one hour of test prep, and one hour of recreation. All classes are offered on ly in English.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All the classrooms as at ACPCE have access to smartboards and laptops. There are ENL Common Core aligned textbooks used in each of the classes. Pearson titles include Edge, Milestones, Reading Adventures. Gateway to Science and to Social Studies are used to support content science and social studies classes. The classroom library has books from a variety of genres across a range of reading proficiencies. Many books in our library have accompanying CDs so the students may listen and read. Videos that accompany the Reading Adventures books provide additional content to each thematic unit.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual dictionaries and glossaries are supplied. School letters to parents are translated into the preferred language as indicated on the students' HLIS.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Materials used are appropriate to both the child's age and level of English proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
There are currently no activities offered for newly enrolled ELLs.
19. What language electives are offered to ELLs?
Our school offers Spanish, including advanced level and AP.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers of ELLs attend professional development workshops in ESL methodology throughout the course of the year. Among these workshops are ELA Regents Support for ELLs, Differentiated Instruction for ELLs, Strategies for Success of Secondary ELLs, and Targeting and Identifying SIFE. Information acquired at trainings and workshops by our ENL coordinator (teacher) and/or Assistant Principal is shared with all other teachers through brochures and faculty meetings. Prior to the school year commencing, our Assistant Principal attended a workshop on the new ELL regulations and turnkeyed the information to relevant staff.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All personnel who work with ELLs will attend mandated Professional Development at ACPCE. The Professional Development will be conducted by the ENL instructor and ENL supervisor. The goal for instructors is to better prepare content area teachers to provide points of entry through scaffolding in their lessons. The goal for support staff is to understand the unique educational needs and challenges of ELLs who may lack not only language skills, but may have an interrupted or a lack of formal education. Support of ELLs is also discussed at common planning time which is attended by teachers, principals, and guidance counselors. Attendance at PD is recorded through sign in sheets and official records will be kept in each teacher's file. An official letter will be given to each instructor and staff member upon completion of the 7.5 hours (10 hours for Special Education teachers).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Prior to the beginning of the school year, the ENL and freshman educators meet to discuss incoming freshman ELLs. Areas of concern are anticipated and former or current ELLs who are upper-classmen are assigned an incoming student buddy to contact and check in on within the first two weeks of school. Counselors receive training on helping ELLs transition, i.e. the high school application process utilizing DOE's translation services and/or interpreters as needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers at ACPCE receive a minimum of 7.5 hours of ELL training. The teachers are trained in the Balanced Literacy Workshop model so that they will be able to implement reading and writing strategies in every lesson in every subject area. Content area teachers are introduced to textbooks and books that are appropriate for English Language Learners, and effective methods of teaching vocabulary in all content areas are taught in the training sessions. Science and math teachers collaborate to create an interdisciplinary curriculum that would be appropriate for ELLs based on the information and resources acquired in the training sessions. In addition, the trainings offer teachers opportunities to learn about students' cultural backgrounds and how these can be drawn upon as a resource in the classroom and in their lessons. Professional Development records are kept in the Principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

We utilize conference logs. All ELL-related documents are kept in the student's cumulative record. Additionally, we maintain an ELL Folder of Critical Documents (may be hard copy or electronic or both).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology. Workshops such as evening computer classes and immigration and citizenship issues are offered. During PTA meetings, the guidance staff explains to parents the requirements for graduation and how to evaluate each individual child's progress.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school coordinates and integrates parental involvement program activities with Head Start, Reading First, Even Start, and the Parents As Teachers Program. Participating in activities, such as the parent resources centers, is also highly encouraged.

5. How do you evaluate the needs of the parents?

The needs of parents are continually evaluated through communication between the content area teachers, the ENL teacher, the parents, administration, and the parent coordinator. PA meetings, parent-teacher conferences, and ENL organizational meetings provide ample opportunities for discussion regarding needs of the parents and their children.

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

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

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

School Name: ACPCE**School DBN: 17K382**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doris Unger	Principal		10/1/15
Lyndon Charles	Assistant Principal		10/1/15
Kathleen Riley	Parent Coordinator		10/1/15
Julia Caine	ENL/Bilingual Teacher		10/1/15
	Parent		1/1/01
Ghislie Souverain	Teacher/Subject Area		10/1/15
Andrea Cunningham	Teacher/Subject Area		10/1/15
Nicola Anderson	Coach		10/1/15
Nigel Pestano	Coach		10/1/15
Elissa Campbell	School Counselor		10/1/15
Michael Prayor	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		1/1/01
Pamela Washington	Other <u>Related Services Pro</u>		10/1/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K382** School Name: **Academy for College Pre**
Superintendent: **Michael Prayor**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The language data is collected through a number of means. Upon entering the Academy of College Preparation and Career Readiness (ACPCE), the parents of ELLs fill out the Home Language Survey. The home language data is recorded in ATS and on the emergency blue contact cards. Our ESL teacher is aware of any home language needs and shares this information with the content area teachers, administration, and support staff. The home languages of the ELLs at ACPCE are Spanish, Haitian Creole, French, Arabic, Bangla, and Fulani and are noted when the student first registered at ACPCE. There are faculty members who speak Spanish, French, and Haitian Creole who can provide translation and interpretation services. There are faculty members on the Erasmus Hall Educational Campus who can provide interpretation and translation in Arabic. For Fulani and Bangla, ACPCE needs to contact the NYC DOE's translation office or use an outside vendor. If parents indicate their desire to receive school notices in their home language, translated versions of notices are made available. Bilingual report cards are available. Interpretation can be made available at parent teacher conferences or at PA meetings. Signage at the school informs parents that language services are available.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Haitian Creole
Fulani
Spanish
Arabic
French
Bangla

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Announcements and Formal Notices

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night.....	September 30, 2015
Monthly PA Meetings.....	Second Tuesday of every month
Fall Parent-Teacher Conference.....	November 19, 2015
Fall Parent -Teacher Conference.....	November 20, 2015
Spring Parent -Teacher Conference.....	March 10, 2016
Spring Parent -Teacher Conference.....	March 11, 2016
Family Night.....	May 10, 2016

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The New York City Translation and Interpretation Unit provides our school with an important resource for timely translation services. Translation services are available for documents authored and requested by our school. Translation requests are sent well in advance to the Translation and Interpretation Unit,

allowing for sufficient turnaround time. Documents processed for translation purposes contain critical information for parents about their child's education. Translation is offered in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation services in additional languages, if necessary, will be obtained via external vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At ACPCE, there are staff members that can provide oral interpretation in Haitian Creole, Spanish, Arabic, and French. To cover all the language backgrounds of our ELLs, such as Fulani, etc., interpretation services will be provided by an outside contractor. All notices that are sent to parents are available in the languages needed at our school. We utilize over-the-phone interpreters provided by the DOE'S Translation and Interpretation Unit. However, for large-scale school events such as parent teacher-conferences and PTA meetings, outside interpreters may be hired as well.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During staff meetings, staff will be provided with information on how to access translation services and over-the-phone interpretation service. Appropriate instructions (Language Palm Card, DOE's over-the-phone interpretation telephone number : 718-752-7373, etc.) will be disseminated at such time. Our Language Access Coordinator supports staff on the policies and procedures of translation services and over-the-phone interpretation services provided by the DOE and/or external vendors.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Translation and Interpretation Unit distributes multilingual posters to all DOE public schools and district offices throughout the City at the beginning of each school year. These posters are displayed in a highly visible location. These posters provide LEP parents instruction on where and how to obtain interpretation services. Additionally, we also access critical translation and interpretation informational flyers for parents from the DOE's Intranet. These flyers are also conspicuously posted in our school.

The DOE makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE's website (www.schools.nyc.gov).

At ACPCE, there are school staff members that are able to provide oral interpretation services in Haitian Creole, Spanish, Arabic, and French. For more distinct languages such as Fulani and Bangla, external vendors are hired.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback is gathered through informal means during individual parent meetings and events, etc. held throughout the school year.