



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** FOUNDATIONS ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 14 K 322

**PRINCIPAL:** JIMMY MOLINA **EMAIL:** JMOLINA3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jimmy Molina	*Principal or Designee	
Jite Lark	*UFT Chapter Leader or Designee	
Darlene Timmons	*PA/PTA President or Designated Co-President	
Melrose B. Glover	DC 37 Representative, if applicable	
Kierra Hayes/ Cheyenne Rodriguez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sean Johnson	Member/Parent	
James Wallace	Member/UFT	
Hortense Bruno	Member/Parent	
Richard Anderson	Member/UFT	
Tanisha Hayes	Member/Parent	
Dinah Ware	Member/UFT	
Musa Abdullah	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, 100% of the 9th grade students will participate in a minimum of the one rigorous ELA or Mathematics task that is embedded in an ELA unit that is aligned to the Common Core Literacy Standards as evidenced by student portfolios.

### **Comprehensive needs assessment**

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

After conducting a trend analysis of student performance data on state assessments, it was determine that all 9<sup>th</sup> graders needed extra help in ELA and Mathematics skills that were deficient in passing the ELA or Mathematics state assessments. In effect, we have made progress to target these students.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

### **Activity #1**

- Professional Development: PD for teachers to engage all students in at least one literacy task and one mathematics task aligned strategically to Common Core standards. Also create teacher grade level teams to increase the amount of time teachers can exchange best practices with the alignment of CCLS.
- Target Population: Teachers servicing 9th graders, and 9th graders.
- Responsible staff members: Assistant Principal, Staff developers (internal and external)
- Implementation Timeline: September 2011 through May 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - 9<sup>th</sup> Grade teachers will develop training modules and host monthly ELA/Mathematics workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by in the school.
  - The school will host a several Saturday workshop that include curriculum, IEP and other instructional items that directly affect the students' performance.
  - Parent Coordinator and other staff members will attend regularly schedule parent meetings (i.e. PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute a informational packet/handbook.
  - Parents will be trained on how to use ARIS Parent link during the Saturday Workshop.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers of ELA /Math teachers.
  - The pupil personnel secretary will works closely with the network HR person to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling teachers and non-HQ teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - All 9<sup>th</sup> grader will participate in one of the three Arts program that are literacy based that been established as part of the overall instructional program.
  - An Attendance Team was created to support the schools effort to improve attendance for 9<sup>th</sup> grade and address academic issues in this forum.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:**

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials instructional materials for use during the extended day programs.
- Teacher per session (2 days a week) for after school programs and differentiated professional development.
- Supervisor per session ( 2 days per week)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

By June 2012, 100% of teaching staff will conduct a minimum of four formative as per a research based rubric that allows teachers self-reflection, focused feedback, and next steps.

### **Comprehensive needs assessment**

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

A review of formal and informal observations and conversations with teachers indicated that there was not a common language that described good teaching or consistent definition of good teaching. So a developmental frame work is needed to support this common language an improve teachers effectiveness.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

### **Activity #1**

- Professional Development: Provide PD for teachers to be able to strengthen teacher practices by examining and refining the feedback that the other teachers provide. Teacher's teams will be meeting to improve teacher effectiveness based on the Danielson's Framework and University of California Santa Cruz model. Focus on the 2<sup>nd</sup> and 3<sup>rd</sup> Domain of Danielson's Framework for Teaching Professional Practice. Use strategies like the Tuning Protocol to improve lesson and curriculum mapping to increase student achievement.
- Target Population: Total student population, Classroom Teachers
- Responsible Staff Members: Assistant Principal, Teachers and Guidance Counselor
- Implementation Timeline: September 2011 through May 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Teachers will develop training modules and host monthly workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by in the school.
  - The school will host a several Saturday workshop that include curriculum and Danielson's Framework, IEP and other instructional items that directly affect the students' performance.
  - Parent Coordinator and other staff members will attend regularly schedule parent meetings (i.e. PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute a informational packet/handbook.
  - Parents will be trained on how to use ARIS Parent link during the Saturday Workshop.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers of ELA teachers.
  - The pupil personnel secretary will works closely with the network HR person to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling teachers and non-HQ teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - All students will participate in one of the three Arts program that are literacy based that been established as part of the overall instructional program.
  - An Attendance Team was created to support the schools effort to improve attendance for students and address academic issues in this forum.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:**

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials instructional materials for use during the extended day programs.
- Teacher per session (2 days a week) for after school programs and differentiated professional development.
- Supervisor per session ( 2 days per week)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2012, student will demonstrate progress towards achieving state standards as measured by 25% increase in students scoring at level 3 & 4 on the NYS ELA assessment.

#### **Comprehensive needs assessment**

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

After conducting a three year trend analysis of student performance data on state assessments, it was determined that all students groups showed some increases in performance on the ELA assessment, but not at level 3 & 4 for the past 3 years. As a result, that would require 10 students to pass ELA Regents this year with a grade of 75 or higher.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further developments of inquiry as team of teachers use case studies and data to inform differentiated planning. Use of the CCLS in ELA and test prep teachers aligning the curriculum to NYS ELA examinations.
- Target Population: Teachers serving ELA students that are taking the exam.
- Responsible Staff Members: Assistant Principal,, Staff Developers (internal and external) and Data Specialist.
- Implementation Timeline: September 2011 through May 2012

#### **Activity #2**

- Creation of Data Portal: A data portal will be designed so that coaches and other instructional teacher teams will have designed location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the portal, focusing on ELA and at risk students. Activities carried out in the data portal will include monitoring student progress, setting initial goals for groups and individual students in ELA, students' progress and strategies for improved student outcomes.
- Target Population: Teacher teams working with grades and students scheduled for the NYS ELA assessment.
- Implementation Timeline: September thru June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - ELA and ELL teachers will develop training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by in the school.
  - The school will host a several Saturday workshop that include curriculum, IEP and other instructional items that directly affect the students' performance.
  - Parent Coordinator and other staff members will attend regularly schedule parent meetings (i.e. PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute an informational packet/handbook.
  - Parents will be trained on how to use ARIS Parent link during the Saturday Workshop.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers of ELA teachers.
  - The pupil personnel secretary will works closely with the network HR person to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling teachers and non-HQ teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - All ELA students will participate in one of the three Arts program that are literacy based that been established as part of the overall instructional program.
  - An Attendance Team was created to support the schools effort to improve attendance for ELAs students and address academic issues in this forum.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:**

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2011 - June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable materials instructional materials for use during the extended day programs.
- Teacher per session (2 days a week) for after school programs and differentiated professional development.

- Supervisor per session ( 2 days per week)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	1	0	0	0				
<b>10</b>	1	19	9	17				
<b>11</b>	6	10	15	24				
<b>12</b>	10	9	15	30				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> <li>1) Programs: <ul style="list-style-type: none"> <li>▪ Regents Prep Classes</li> <li>▪ Credit Recovery</li> </ul> </li> <li>2) Delivery of Service: <ul style="list-style-type: none"> <li>▪ Small group (targeted by data gathered)</li> </ul> </li> <li>3) When is it provided: <ul style="list-style-type: none"> <li>▪ Afterschool</li> <li>▪ Saturday Academy</li> <li>▪ Regents Week Academy/Spring Recess Academy</li> </ul> </li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1) Programs: <ul style="list-style-type: none"> <li>▪ Regents Prep Classes</li> <li>▪ Credit Recovery</li> </ul> </li> <li>2) Delivery of Service: <ul style="list-style-type: none"> <li>▪ Small group (targeted by data gathered)</li> </ul> </li> <li>3) When is it provided: <ul style="list-style-type: none"> <li>▪ Afterschool</li> <li>▪ Saturday Academy</li> <li>▪ Regents Week Academy/Spring Recess Academy</li> </ul> </li> </ol>
Science	<ol style="list-style-type: none"> <li>1) Programs: <ul style="list-style-type: none"> <li>▪ Regents Prep Classes</li> <li>▪ Credit Recovery</li> </ul> </li> <li>2) Delivery of Service: <ul style="list-style-type: none"> <li>▪ Small group (targeted by data gathered)</li> </ul> </li> <li>3) When is it provided: <ul style="list-style-type: none"> <li>▪ Afterschool</li> <li>▪ Saturday Academy</li> <li>▪ Regents Week Academy/Spring Recess Academy</li> </ul> </li> </ol>

<b>Social Studies</b>	<b>1) Programs:</b> <ul style="list-style-type: none"> <li>▪ Regents Prep Classes</li> <li>▪ Credit Recovery</li> </ul> <b>2) Delivery of Service:</b> <ul style="list-style-type: none"> <li>▪ Small group (targeted by data gathered)</li> </ul> <b>3) When is it provided:</b> <ul style="list-style-type: none"> <li>▪ Afterschool</li> <li>▪ Saturday Academy</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>N/A</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>N/A</b>
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>N/A</b>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 14K322 **School Name:** FOUNDATIONS ACADEMY

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After conducting a three year trend analysis of student performance data on state assessments, it was determined that all students groups showed some increases in performance on the ELA assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past 3 years. As a result, we have made progress for our ELL and SWD sub-groups a priority goal for the school year. By June 2012, Limited English Proficient and Students with Disabilities student groups will demonstrate progress towards achieving state standards as measured by 5% increase in those subgroups scoring at level 3 & 4 on the NYS ELA assessment.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The use of the following tools will be implemented to focus on achieving the goal of 5%:

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further developments of inquiry as team of teachers use case studies and data to inform differentiated planning.

Target Population: Teachers serving SWDs and ELLs and students in the ELL and SWD sub groups.

Responsible Staff Members: Assistant Principal for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist.

Implementation Timeline: September 2011 through June 2012

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The funding for Professional Development will allow Foundations Academy to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of Students with Disabilities

will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of Students with Disabilities. Teachers will collaborate and craft alternative strategies in order to promote greater student success. Professional Development will take place on a monthly basis in after school sessions provided by our Literacy coach, Assistant Principal, specialized in house staff and network personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As of this date, Foundations have 2 teachers that require mentoring. However, we are maintaining a strong commitment to providing ongoing professional development through our mentoring program led by our Network and Professional Development through outside providers. Our professional development is in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one session, as well as through classroom inter-visitations and the sharing of best teaching practices.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Foundations Academy will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>14k322</b>	District <b>14</b>	School Number <b>322</b>	School Name <b>Foundations Academy</b>
Principal <b>Jimmy Molina</b>		Assistant Principal <b>Macy Hui</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Macy Hui, ESL</b>		Guidance Counselor <b>Dinah Ware</b>	
Teacher/Subject Area : <b>Kimberly Green - English</b>		Parent <b>Venus Ramos</b>	
Teacher/Subject Area : <b>Timothy Franklin, Eng-Sp Ed.</b>		Parent Coordinator <b>Venus Ramos</b>	
Related Service Provider <b>NA</b>		Other : <b>Shawn Persaud, Teacher</b>	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>144</b>	Total Number of ELLs	<b>11</b>	ELLs as Share of Total Student Population (%)	<b>7.64%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part 11.

1. A. Initial Assessment: At enrollment, we administer the Home Language Identification Survey (HLIS) within 10 days to determine LAB-R eligibility.
  - a. Student scores below proficiency (i.e., beginning, intermediate or advanced level). Student is an ELL.
  - b. If the student scores at or above proficiency, he/she is not an ELL. Student enters general education program.
- B. Program Placement: Currently, we don't have enough students to form a bilingual program. We have only ESL.
- C. In Spring, we administer the New York State English as a Second Language Test (NYSESLAT).
- D. If the student scores below proficiency, he/she continues with the ELL services.
- E. If student scores at or above proficiency, he/she can enter the general education program.
2. Parent Coordinator explains to ELL parents using the DOE web site section on ELL programs. Guidance Counselor, Parent Coordinator, Administrator work together to make sure the appropriate tests are scheduled and carried out for ELL students. The Assistant Principal creates the ELL program for ELL students according to their English Levels in compliance with the LAP instruction.
3. The Pupil Personnel Secretary works with guidance counselor and parent coordinator under the supervision of the Assistant Principal to ensure that entitlement letters are distributed and the Parent Survey and Program Selection Forms are returned.
4. Criteria is based on the Language Allocation Policy Guidelines - The LAP Handbook for ELL Programs from the office of ELL.
5. We have only ELL Only programs for our ELL students. Parents want their children to receive ESL services.
6. Yes, the program models offered at our school aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-</b>										1	2			3

<b>Contained</b>														
<b>Push-In</b>										8		2	2	12
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	2	2	2	15

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2						7		2	9
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>9</b>

Number of ELLs in a TBE program who are in alternate placement:

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										9				9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										2				2
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. a. We use the Push-In and Co-Teaching Model. We also have ESL classes for proficiency students. b. We have block class travels together as a group, and also heterogeneous groups.
2. Beginner ESL attend 10 classes = 540 minutes per week. Intermediates ESL attend 7 classes = 360 minutes per week. Advanced ESL attend 3-4 classes = 180 minutes.
3. Instruction to ELLs includes time devoted to development of academic English. Daily academic English instruction is integrated into the core curriculum.
4. a. Provide training in ESL techniques for mainstream teachers. Focus on intensive English Language development instruction teaching English and social academic language.  
 b. Create a curriculum for ELLs based on State Academic Standards concentrating on essential knowledge and skills only.  
 c. Administrator provides teachers with appropriate professional development to help them learn how to teach academic English in all content areas. Professional development is ongoing and specific. Basic features of English morphology, syntax and discourse is addressed carefully in the classrooms. Professional Development also includes extensive practical activities, such as analyzing texts used by students for academic English instruction.  
 d. Teachers receive training regularly to follow an instructional plan that continues linking vocabulary to instruction on proper language usages.  
 e. Teachers use "Direct Teaching" method - meaning that instruction is very specific in everything to ensure student learning occurs.

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

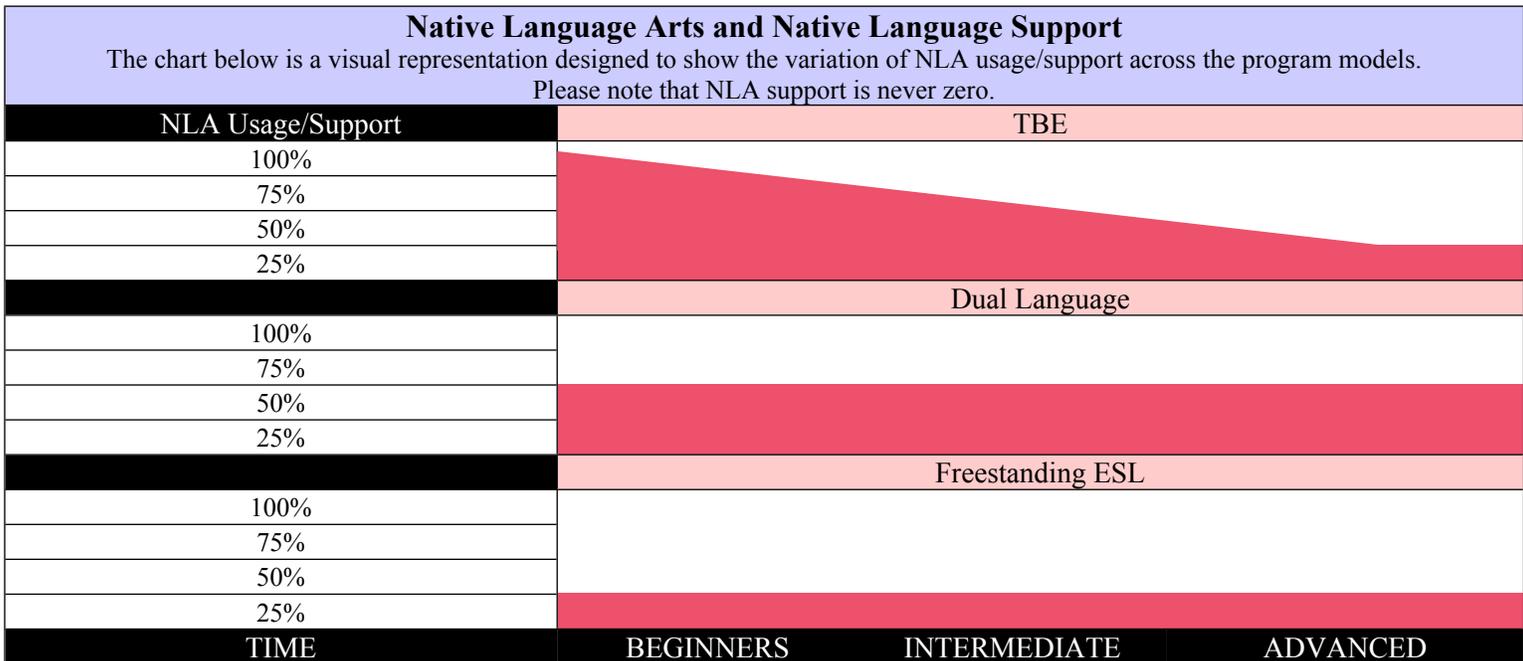
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



### **B. Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

- Subject area teachers modify instruction to involve ELL students while implement proven classroom strategies, including
  - Create learning environments that provide ELLs with multiple opportunities to practice activities and connect learning to personal and cultural experiences in all subjects.
  - Teachers use lesson plans that identify core ideas, tap student's background knowledge, and use visuals, think-aloud and other ways to engage ELLs
  - Small-group configurations that include ELLs participate in mainstream instruction by involving them in activities with their fellow students.
- Teachers utilize effective ELL instructional strategies to support English Language Learners.
- Recruit more ELL students so we can afford to have more ESL teachers to improve and expand our ESL program.
- NA
- ELLs travel with the mainstream students in the traditional program model, therefore, share the same learning experiences with their peer students.
- Teachnology such as Smart Board is used in all subject classes.
- NA
- Yes, all classes are programmed according to ESL proficiency grade levels.
- All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey allows us know what language a child uses at home. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Batter-Revised (LAB-R). Performance in this test determines a child's ESL program.
- Spanish

## C. Schools with Dual Language Programs

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

NA

## D. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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1. ELL specialists come to our school to give Professional Development on ELL instruction methods and classroom management strategies.
2. Principal and Assistant Principal provide staff development to whole school on curriculum planning and classroom instruction during grade levels and content areas weekly meetings.
3. Assistant Principa/ESL tetacher provides professional development to both ELL and non-ELL teachers 2x a month.

### E. Parental Involvement

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

1. The Parent Coordinator, Ms Ramos meets with ELL parents on a regular basis.
2. Assistant Principal / ESL teacher works with our Network team members and the parent coordinator to provide workshops to ELL parents once a semester.
3. Most ELL parents speak Spanish. Our Parent Coordinator speaks Spanish.
4. - School provides information to all families including those who cannot attend workshops or meetings at the school building.  
- School informs parents of their child's academic progress on a regular basis, and assures that all information for and from families is clear, usable, and lilnked to their children's success in school.  
- The Parent Association holds a meeting once a month to discuss all issues related to students' concerns.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

	A												1
	P									2			2
READING/ WRITING	B									4			
	I												1
	A									1			3
	P												

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>A</u>			1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment			2	
Physics				
Global History and Geography				
US History and Government			1	
Foreign Language				2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?

## Additional Information

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

1. We use the series "Shining Star Assessment Tool" - by Longman to assess our ESL students. We use this assessment to group our students into L1 to L8 levels. L1-L4 is beginner ESL, L5-L8 - Intermediate ESL, L9-L12 is advance ESL.
- 2-3. The LAB-R score determines the ESL level for each student. The NYSESLAT gives a summary of grades based on each of the component parts: Listening, Speaking, Reading, and Writing. Score ranges from B- Beginner, I- Intermediate, A- Advance. Proficiency means a passing grade. A student remains in the ESL program until he/she scores a proficiency in the NYSESLAT test.
- 4a. We don't have any student at proficiency level yet. b. We are using the ELL assessments to determine the level of (L1-L12) to program our students.
5. NA
6. We use the ELA Mock Regents to assess our students at the end of the term.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 14k322      **School Name:** Foundations Academy

**Cluster:** CFN      **Network:** 532

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

**Part A: Needs Assessment Findings**

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

Parents complete the Home Language Survey when the students are enrolled. This information is entered into ATS. Then the appropriate accommodations are made for families and students based on the data collected

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Out of the 11 ELLs, we have 9 Spanish, 1 Haitian, and 1 Arabic speaking students. We check the students' data in ATS. We inform the teaching staff and administrators of our new ELLs and their particular needs so that teachers accommodate their instruction to the ELLs. We consult the network team if we have staffing needs. Our parent coordinator goes to DOE site- the English Learner section to obtain the necessary translation versions whenever we need to communicate with the ELLs' Parents.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We use the written translation materials from the DOE website <http://schools.nyc.gov/Offices/Translation/ChancellorRegulation/Default.htm>, and select the three languages: Spanish, Haitian, and Arabic for our translation and interpretation purposes.

The principal and the parent coordinator are Spanish speaking. They facilitate parents with the understanding of these documents.

- Registration and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Placement in any special education, English Language Learner or non-standard academic program
- Transfers and discharges
- Parents Bill of rights and Family guide

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

Oral translation services are provided in-house by our Parent Coordinator and the Principal for the Spanish speaking parents. Additionally, we give the Language Identification Guide to non-English speaking parents, so that they may find their language and identify it for us. For parents who speak languages other than Spanish, we use the On-site Interpretation Services and Over-the-phone interpretation services , 718-752-7373, ext. 4.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We have a copy of the Bill of Parent Rights in Spanish, Haitian, and Arabic on file. Parents are given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation in their native language. We make sure that we provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's

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

We have enough staff members to service the needs of the Spanish speaking parents who require translation and interpretation. We use the Over-the-phone interpretation services for parents whose native language is Haitian or Arabic to help them to understand any document that contains individual, student-specific information mentioned above. Very often, parents would bring a friend or relative to help them with translation and interpretation.