



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GOLDIE MAPLE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q333

PRINCIPAL: ANGELA LOGAN EMAIL: ALOGAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
ANGELA LOGAN	*Principal or Designee	
FAITH MACK	*UFT Chapter Leader or Designee	
KHADIJAH RASHEED	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MELISSA COMPSON	Member/ STAFF	
DEONNE ROSE	Member/STAFF	
GERMAIN PETERS	Member/STAFF	
ARGENIS CONTRERAS	Member/PARENT	
LOU ANN HAYNES	Member/PARENT	
AYESHA SAUNDERS	Member/PARENT	
ANELLA SAMUELS	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

By June 2012, 75% of the students will score at a level 3 or 4 in Mathematics, increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.

Comprehensive needs assessment

- Based on the Goldie Maple Academy 2010-2011 Progress Report, 64.3% of the students scored at levels 3 or 4 on mathematics standardized tests.
- Based on the Goldie Maple Academy Quality Review, there is need for increase of rigor of Mathematics instruction. The increased use of differentiation as a strategy to progress students to the next level on Mathematics standardized tests is needed.
- Based on the Inquiry Team work at Goldie Maple Academy, analysis of student work indicates that the rigor of performance based tasks needs to be improved using the Mathematics Common Core Learning 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) **Activity #1 – Curriculum Based**
 - a. Curriculum Based
 - i. Math Connects (grades K-5) will be used to implement the Math curriculum. Math Connects provides scaffolded lessons and differentiated options for all functional levels. Math Connects also provides periodic and formative assessments to administer multiple times throughout the school year.
 - ii. Impact Math (grades 6-8) will be used to implement the Math curriculum.
 - iii. Common Core aligned test preparation books are used within each math class (3-8) as a tool to effectively address multiple levels and skill strengths.
 - b. Target Populations: All students including students with disabilities and ELL students
 - c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher
 - d. Implementation Timeline: September 2011 – June 2012
 - b) **Activity #2 – Professional Development**
 - a. Professional Development
 - i. Math Instructors will attend professional development workshops: Math Common Core Learning Standards, Writing Learning Objectives using the Common Core Learning Standards, Data Records and Analysis, Common Core Learning Standards timeline for implementation, Cognitive Rigor in the Classroom
 - ii. Math Consultant observes math classes and provides ongoing differentiated feedback to the teachers and administrators, including low inference observations and next steps.
 - iii. Align the curriculum to the Common Core Learning Standards
 - iv. Use the Common Core Learning Standards to develop and implement all lesson plans.
 - v. Development of Common Core Aligned Rubrics, Checklists and Assessments.
 - vi. Develop performance based math tasks that are aligned with the CCLS.
 - vii. Teams of teachers within the school and administrators meet weekly to discuss, develop, and review academic assessments and to evaluate the effectiveness of the strategies and activities used in classroom instruction.

viii. Teacher teams will use student data to drive and modify instruction in order to increase student learning.

ix. Teacher teams will use student data to analyze and target groups of students and individual students.

b. Target Populations: All Mathematics teachers

c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher

d. Implementation Timeline: Math Instructors are provided with multiple professional development opportunities and consultant support between September 2011 and November 2011. Professional development opportunities continue throughout the school year. Teacher teams meet weekly between September 2011 and June 2012. Math Connects will be implemented consistently throughout the school year and differentiated activities will be chosen for each instructional period to support all students functional needs. The Common Core Mathematics Coach books will be used to target skill groups within the classroom throughout the school year as well.

c) **Activity #3 – After School Programs**

a. After School Programs

i. After school tutoring is targeted for students to progress from Level 2 to Level 3.

ii. After school tutoring is targeted for students to progress from Level 3 to Level 4.

iii. NCLB tutoring is targeted for students and differentiated based upon their needs and functional levels.

b. Target Populations: Level 2 students, Level 3 students, NCLB students

c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher

d. Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- The Parent Coordinator will plan at least one workshop per month for parents. These workshops will focus on working with their children to improve their academic success.
- The School Administrators will plan one workshop per month that will follow the monthly PTA meeting. These parent workshops will focus on: Using school provided tools to assist their children with homework, Understanding what their student will need to know in the school's Core Knowledge Curriculum, Understanding the timeline, format and content of the NYS Assessments, Utilizing resources to provide their child with extra help for academic areas in need of improvement.
- Each event at the school will have a sign in sheet in which parents will ask parents to provide their contact information. ,One parent from the PTA is designated to call all of the parents from this library, and one parent is designated to email all of the parents from this library, to increase the parent involvement for future events.
- Parents and Administrators will be available during each Open School Evening and during each Parent/Teacher Conference to facilitate the registration of parents for events and online school websites, such as ARIS and Engrade.
- A school website will be created to keep parents up to date on all school events.
- Homework for all classes will be posted online.
- All grades are posted online (engage). Parents can register in order to track their child's academic progress and message teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration at Goldie Maple Academy will closely review all resumes for each position. Also, the administration will reach out for Network support to provide additional resumes that fit the needs of Goldie Maple Academy.
- Goldie Maple Academy has a highly selective interview process which includes at least two rounds of interviews. These interviews take place with a both a group and with administration. The interviewers each ask questions and have a post-interview meeting to discuss the most highly qualified candidates. These candidates then give a demo lesson for the open position. The administrators observe the lesson and have a post-observation meeting to discuss the most highly qualified candidate. The students in grades 7 and 8 are also given a feedback sheet that is handed into the administrators after the demo lesson.

- Administrators contact local colleges to determine if there are any graduating teachers or student teachers who would be willing to come to the school as an internship. This will allow future teachers to gain experience and develop skills that will help them to be successful in a full-time position at Goldie Maple Academy.

Service and program coordination

- A Universal Pre-Kindergarten has been established and ongoing in Goldie Maple Academy. This program focuses on oral language abilities, emergent mathematics skills, emergent literacy skills, and school wide expectations for the start of the Kindergarten Core Knowledge Curriculum program. The Universal Pre-Kindergarten program also used the Core Knowledge Curriculum to provide the students and parents with a seamless transition into Kindergarten.
- All students with disabilities will participate in the Math Connects (K-5) or Impact Math (6-8) programs that provide differentiated and hands on instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles.
- All students identified as ELL will participate in the Math Connects (K-5) or Impact Math (6-8) programs that provide differentiated and hands on instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles. These students and their parents will be provided with materials and resources that are translated to increase communication and learning progress.
- All NCLB students will participate in the Math Connects (K-5) or Impact Math (6-8) programs that provide differentiated and hands on instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles. The resources provided by NCLB will allow for differentiation for each of the NCLB student's needs.
- NCLB students will participate in after school tutoring sessions that take place at least 2X per week.
- The school-wide Fresh Fruit and Vegetable Program provides students with healthy snacks on a daily basis.

Budget and resources alignment

Fair Student Funding

- Supervisor per session (2 days per week) for after school programs and workshops.
- Professional instructional materials to support curriculum development during the regular school day.
- Professional instructional materials to support curriculum development during the After School Programs.
- Consumable instructional materials for use during the regular school day.
- Consumable instructional materials for use during the after school programs.
- Teacher Per session (2 days per week) for after school programs.

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

By June 2012, 70% of the students will score at a level 3 or 4 in ELA, increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.

Comprehensive needs assessment

- Based on the Goldie Maple Academy 2010-2011 Progress Report, 57.5% of the students scored at levels 3 or 4 on ELA standardized tests.
- Based on the Goldie Maple Academy Quality Review, there is need for increase of rigor of ELA instruction. The increased use of differentiation as a strategy to progress students to the next level on ELA standardized tests is needed.
- Based on the Inquiry Team work at Goldie Maple Academy, analysis of student work indicates that the rigor of performance based tasks needs to be improved using the Language Arts Common Core Learning 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) **Activity #1 – Curriculum Based**
 - a. Curriculum:
 - i. The Core Knowledge Reading Program (grades K-3) will be used to implement the ELA curriculum. This program provides scaffolded lessons and differentiated options for all functional levels. The focus of this program includes decoding, reading skills, writing skills, listening, and comprehension.
 - ii. The Core Knowledge Language Arts Curriculum and Sequence (grades 4-8) will be used to implement the ELA curriculum. This program teaches literacy and comprehension through an interdisciplinary approach, linking the texts to Social Studies, Science, and Math.
 - iii. Common Core aligned test preparation books are used within each ELA class (3-8) as a tool to effectively address multiple levels and skill strengths.
 - iv. Teacher teams will use student data to drive and modify instruction in order to increase student learning.
 - v. Teacher teams will use student data to analyze and target groups of students and individual students.
 - b. Target Populations: All classrooms including students with disabilities and ELL students.
 - c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher
 - d. Implementation Timeline: September 2011 – June 2012
 - b) **Activity #2 – Professional Development**
 - a. Professional Development:
 - i. ELA Instructors will attend professional development workshops: ELA Common Core Learning Standards, Writing Learning Objectives using the Common Core Learning Standards, Data Records and Analysis, Common Core Learning Standards timeline for implementation, Cognitive Rigor in the Classroom, The Common Core Learning Standards and Universal Design for Learning, Mindfulness in Education
 - ii. Align the curriculum to the Common Core Learning Standards
 - iii. Use the Common Core Learning Standards to develop and implement all lesson plans.

- iv. Development of Common Core Aligned Rubrics, Checklists and Assessments.
 - v. Develop performance based ELA tasks that are aligned with the CCLS.
 - vi. Teams of teachers within the school and administrators meet weekly to discuss, develop, and review academic assessments and to evaluate the effectiveness of the strategies and activities used in classroom instruction.
 - vii. Mentoring of new teachers
 - b. Target Populations: ELA Instructors
 - c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher
 - d. Implementation Timeline: ELA Instructors are provided with multiple professional development opportunities between September 2011 and November 2011. Professional development opportunities continue throughout the school year. Teacher teams meet weekly between September 2011 and June 2012. Core Knowledge will be implemented consistently throughout the school year and differentiated activities will be developed to support all students functional needs. The Common Core ELA Coach books will be used to target skill groups within the classroom throughout the school year as well.
- c) **Activity #3 – After School Programs**
- a. After school Programs
 - i. After school tutoring is targeted for students to progress from Level 2 to Level 3.
 - ii. After school tutoring is targeted for students to progress from Level 3 to Level 4.
 - iii. NCLB tutoring is targeted for students and differentiated based upon their needs and functional levels.
 - b. Target Populations: Level 2 students, Level 3 students, NCLB students
 - c. Responsible Staff Members: Principal, Assistant Principal, IEP Teacher
 - d. Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- The Parent Coordinator will plan at least one workshop per month for parents. These workshops will focus on working with their children to improve their academic success.
- The School Administrators will plan one workshop per month that will follow the monthly PTA meeting. These parent workshops will focus on: Using school provided tools to assist their children with homework, Understanding what their student will need to know in the school's Core Knowledge Curriculum, Understanding the timeline, format and content of the NYS Assessments, Utilizing resources to provide their child with extra help for academic areas in need of improvement.
- Each event at the school will have a sign in sheet in which parents will ask parents to provide their contact information. One parent from the PTA is designated to call all of the parents from this library, and one parent is designated to email all of the parents from this library, to increase the parent involvement for future events.
- Parents and Administrators will be available during each Open School Evening and during each Parent/Teacher Conference to facilitate the registration of parents for events and online school websites, such as ARIS and Engrade.
- A school website will be created to keep parents up to date on all school events.
- Homework for all classes will be posted online.
- All grades are posted online (engrade). Parents can register in order to track their child's academic progress and message teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration at Goldie Maple Academy will closely review all resumes for each position. Also, the administration will reach out for Network support to provide additional resumes that fit the needs of Goldie Maple Academy.
- Goldie Maple Academy has a highly selective interview process which includes at least two rounds of interviews. These interviews take place with a both a group and with administration. The interviewers each ask questions and have a post-interview meeting to discuss the most highly qualified candidates. These candidates then give a demo lesson for the open position. The administrators observe the lesson and have a post-observation meeting to discuss the most highly qualified candidate. The students in grades 7 and 8 are also given a feedback sheet that is handed into the administrators after the demo lesson.
- Administrators contact local colleges to determine if there are any graduating teachers or student teachers who would be willing to come to the school as an internship. This will allow future teachers to gain experience and develop skills that will help them to be successful in a full-time position at Goldie Maple Academy.

Service and program coordination

- A Universal Pre-Kindergarten has been established and ongoing in Goldie Maple Academy. This program focuses on oral language abilities, emergent mathematics skills, emergent literacy skills, and school wide expectations for the start of the Kindergarten Core Knowledge Curriculum program. The Universal Pre-Kindergarten program also used the Core Knowledge Curriculum to provide the students and parents with a seamless transition into Kindergarten.
- All students with disabilities will participate in the Core Knowledge Reading (K-3) or the Core Knowledge Language Arts (4-8) programs that provide differentiated and interdisciplinary instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles.
- All ELL identified students will participate in the Core Knowledge Reading (K-3) or the Core Knowledge Language Arts (4-8) programs that provide differentiated and interdisciplinary instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles. These students and their parents will be provided with materials and resources that are translated to increase communication and learning progress.
- All NCLB students will participate in the Core Knowledge Reading (K-3) or the Core Knowledge Language Arts (4-8) programs that provide differentiated and interdisciplinary instruction. These programs also provide instruction in multiple modalities for students with multiple learning styles. The resources provided by NCLB will allow for differentiation for each of the NCLB student's needs.
- NCLB students will participate in after school tutoring sessions that take place at least 2X per week.
- The school-wide Fresh Fruit and Vegetable Program provides students with healthy snacks on a daily basis.

Budget and resources alignment**Fair Student Funding**

- Supervisor per session (2 days per week) for after school programs and workshops.
- Professional instructional materials to support curriculum development during the regular school day.
- Professional instructional materials to support curriculum development during the After School Programs.
- Consumable instructional materials for use during the regular school day.
- Consumable instructional materials for use during the after school programs.
- Teacher Per session (2 days per week) for after school programs.

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, Students with Disabilities and ELLs groups will demonstrate progress towards achieving state standards as measured by 5% increase in the subgroups scoring 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 student groups showed increases in performance on the English Language Arts Assessment, except for the SWD and ELL student groups, which have underperformed all other groups for the past three years. As a result, we have made an increase in academic performance for our SWDs and ELLs subgroups a priority goal for the school year.

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:
 - d) strategies/activities that encompass the needs of identified student subgroups,
 - e) staff and other resources used to implement these strategies/activities,
 - f) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - g) 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 Common Core standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry, as teams of teachers use case studies and data to inform differentiated lesson planning.**
- **Target Population(s): Teachers servicing SWDs and ELLs students in the SWDs and ELLs subgroups.**
- **Responsible Staff Members: Assistant Principal for SWDs and ELLs, IEP teacher, Staff Developers (internal and external) and Data Specialist**
- **Implementation Timeline: September 2011 through May 2012.**

Activity #2

- **Creation of a Data Room: A data room will be designated so that instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on SWDs, ELLs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes.**
- **Target Population(s): Teams of Teachers working with SWDs and ELLs who are not making acceptable gains.**
- **Responsible Staff Members: Assistant Principal, IEP teacher and Data Specialist.**
- **Implementation Timeline: September & October 2011.**

Steps for Including teachers in the decision-making process

- **Special Education teachers, teachers of ELLs and IEP teacher will meet in grade level and cross functional teams to review student data gathered from periodic assessments/ student work.**
- **Inquiry team members will align Common Core Standards to Core Knowledge Program**
- **Selected staff members will select textbooks that align to the Common Core standards**
- **Interim benchmarks will be used to measure effectiveness of the strategy/activity to see whether additional support is needed**

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.
- Special Education teachers will design training and host monthly workshops and information sessions with parents. The workshop material used will be translated and interpretation support will be provided in the second language spoken by parents.
- The school will host a curriculum night and create a parent resource library with user-friendly materials and guides
- The Parent Coordinator and the IEP teacher will attend regularly scheduled parent meetings (e.g PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link and Engrade.

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 will regularly attend hiring fairs to attract highly-qualified Special Education teachers
- The secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will be assigned to support new and un-qualified 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.
- The school has established a pre-k program that focuses on improving the oral language abilities, emergent literacy skills that SWDs will need in order to ensure a successful transition to lower elementary school grades.
- All SWDs and ELLs will participate in the Core Knowledge Literacy-based program that has been established as part of the overall instructional program.

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 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds, such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, SIIG Funds and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated above.
- Supervisor per session (at least 2 days per week)

Professional Instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiation professional development.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	13	N/A	N/A	0	0	0	0
1	14	5	N/A	N/A	0	0	0	0
2	24	7	N/A	N/A	0	0	0	0
3	27	20	N/A	N/A	0	0	0	0
4	27	19	2	27	1	0	0	0
5	11	17	3	11	0	0	0	0
6	26	13	9	26	1	0	0	0
7	18	11	1	7	4	0	0	0
8	8	6	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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"> 1. Common Core Learning Standards aligned math test preparation book (Coach) is used during the school day. 2. Small group tutoring during the school day and after school. 3. Differentiated Instruction during the school day and after school. 4. Early morning, after school instruction, one to one tutoring, small group pull out instruction. 5. Reduced Class size 6. Computer assisted lab instruction. 7. Remedial Literacy instruction for identified students-daily during the day and after school. 8. Monthly assessments to determine direction of instruction. Acuity, Core Knowledge, Options, and Coach materials are used. 9. Skill driven literacy instruction for identified students – daily during the day and after school. 10. Reduced student teacher ration enabling small group and individualized, and differentiated. 11. After school tutoring at least 2X per week from 3:00pm – 5:00pm. 12. NCLB students are offered tutoring at least 2X per week from 3:00pm – 5:00pm.
Mathematics	<ol style="list-style-type: none"> 1. Common Core Learning Standards aligned math test preparation book (Coach) is used during the school day. 2. Small group tutoring during the school day and after school. 3. Differentiated Instruction during the school day and after school. 4. Early morning, after school instruction, one to one tutoring, Saturday instruction and small group pull out instruction. 5. After school meets twice per week from 3:00 PM - 5:00 PM. 6. Instruction based in assessed needs for targeted instruction that is skills based, using

	Acuity, Coach, Options, Math Connects and teacher made materials.
Science	<ol style="list-style-type: none"> 1. After school, one to one tutoring, small group pull out students 2. After school tutoring is twice per week from 3:00 PM - 5:00 PM. 3. Daily Small group instruction 4. Skills based and Lab (hands on) approach using FOSS, DSM, Delta and Coach Science materials and activities. 5. Students receive at least 70 minutes of Lab/Hands-on learning each week.
Social Studies	<ol style="list-style-type: none"> 1. After school, one to one tutoring, small group, and pull out instruction for identified students. 2. Reduced teacher/ student ratios. 3. After school meets twice per week from 3:00 PM to 5:00 PM. 4. All sessions are skills based, as well as, using the inquiry driven model. 5. Materials used are Core Knowledge, and DBQ scaffolding format.
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. ERSSA provider facilitates students and/or groups. On-going support/counseling sessions for “at risk” students identified with social/emotional issues interfering with school performance; provide information, support and direction for staff and parents concerning procedures and processes for evaluation of “at risk” students Offer referral services to community agencies and coordinate the services to apply to improved personal/social/academic functioning. Sessions vary based on individual student needs.
At-risk Services provided by the School Psychologist	<ol style="list-style-type: none"> 1. IN class support Push in model. Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could reincorporate into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: session vary based on individual student needs.
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Push in model - Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could be incorporated into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: sessions vary based on individual student needs.
At-risk Health-related Services	<ol style="list-style-type: none"> 1. Improving self esteem and peer relationships. Boy Scouts and Girl Scouts Monthly, School Leadership Program, The Right Choice Program 2. Asthma Awareness Committee - Monthly meetings with school Nurse and school liaison with students who have asthma. Do you Know your triggers? 3. Nutrition Committee- Monthly meetings with representatives from School Food

	<p>Services, administration and student representatives. Discuss health and wellness, eating healthy, reviewing monthly menus . Students provide feedback about food choices and make suggestions regarding proposed menus.</p> <p>4. Healthy Fresh Fruit and Vegetable Program – Healthy snacks are distributed to the students on a daily basis.</p>
--	--

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;

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 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 promptly 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joseph Blaze	District 27	Borough Queens	School Number 333
School Name Goldie Maple Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Angela Logan	Assistant Principal Melissa Compson
Coach type here	Coach type here
ESL Teacher Deonne Rose	Guidance Counselor Ms. Sheikovitz
Teacher/Subject Area Germain Peters/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Solomon Bennett	Other type here
Network Leader Joseph Blaze	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	551	Total Number of ELLs	1	ELLs as share of total student population (%)	0.18%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

1. Goldie Maple Academy will identify ELL students using the following steps. First, when the students register, they will be given the home Language Survey. When the student is registered and has completed the Home Language Survey, the student will be given an informal oral interview within 10 days. The survey will be reviewed by personnel to determine who is eligible to receive Lab-R testing. Next, a licensed pedagogue will administer the Lab-R to any student who has a home language other than English. Spanish speaking ELL students will be administered the Spanish LAB-R. The cut scores will determine eligibility for testing in Spanish and ESL services.

To ensure that parents understand the three program choices, a parent orientation will be provided to all eligible students where the parent video is shown and the various options are explained by both administration and the parent coordinator. During the parent orientation, parents are given the parents survey and the selection forms. The Foreign Language teacher will be utilized to translate forms and to translate orally during the parent orientation. Parents can select the program of their choice. The Spanish Foreign Language teacher in the building will be utilized whenever possible and as her schedule permits to provide orientation to the students. Every effort is made to provide parents with information in alignment with program choices in which case the majority selects ESL.

The Foreign Language teacher, Ms. Rose, and a Special Educator, Ms. Peters are responsible for administering the HLIS, LAB-R, and informal interview. Ms. Rose is a certified foreign language teacher and Ms. Peters is a certified special educator and Testing Coordinator.

The Testing Coordinator, Ms. Peters, will ensure that all ELLs receive the NYSESLAT annually. ATS reports will be used to determine NYSESLAT eligibility. Parents will be notified of the testing process and of the date of test administration. Parents will also be notified as to the components of the NYSESLAT. Ms. Peters will administer the NYSESLAT to the students during the school day using the ATS reports to ensure that all components are completed.

To thoroughly inform parents of the program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) for their child, a parent meeting will be convened. This outreach process will include a personal phone call to each ELL parent and a written notification of the meeting. If parents are not able to attend the meeting, a scheduled appointment will be determined in order to disseminate the information to those parents. This same process will be used to inform parents who have previously chosen a TBE/DL program as to when the program will become available.

Entitlement letters will be printed from the Office of English Language Learners website and distributed to the ELL families at the parent orientation. The parents will complete these letters after listening to the options at the parent orientation. Parent survey and program selection forms are distributed in paper form to the parent. The school also offers parents the opportunity to complete those surveys online at the school. Students who continue to remain eligible for services will receive their Continued Entitlement Letters at the parent orientation.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In						1								1
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 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 special education. [?](#)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	1	0	0	0	0	0	0	0	0	1
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						1								1
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
TOTAL	0	0	0	0	0	1	0	1						

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At the present time, we are in the process of identifying an ESL teacher for one ESL student in the building. Students presently receive ELA instruction in the classroom with push in services and differentiated instruction. Students are assessed and taught on their functional level. Block scheduling, heterogeneous grouping, skill grouping, and ability grouping also ensure that the student receives appropriate instruction in the classroom environment. We differentiate instruction for our ELL subgroups by looking at the data, defining our current reality, and doing a needs assessment for this subgroup/individual. In the classroom, the teachers differentiate based on the data and benchmark students at their guided reading levels.

Courses Taught in Languages Other than English ①

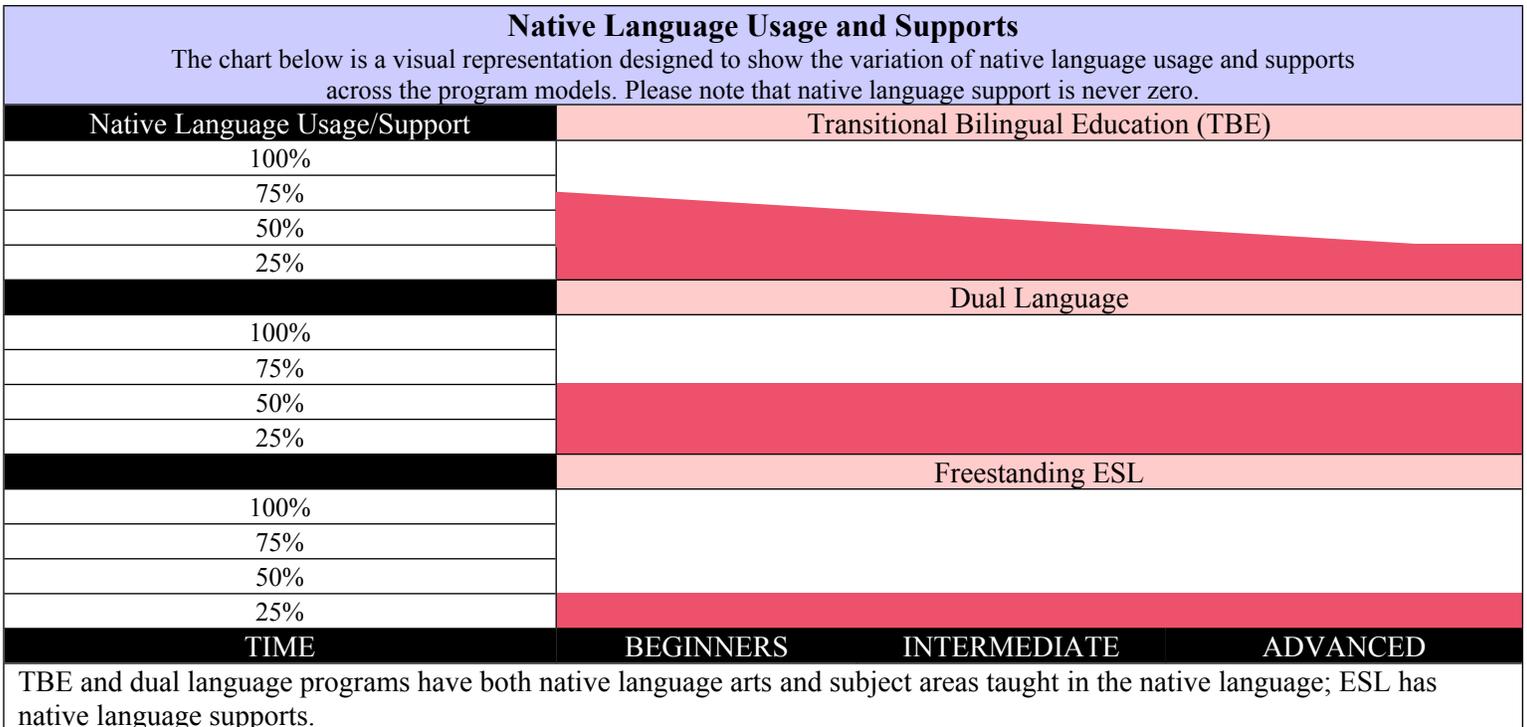
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

At Goldie Maple Academy we have targeted intervention programs for ELLs in all subject areas. Intervention services include push in services, at risk pull out services, AIS and after school tutoring classes. ELLs reaching proficiency on the NYSESLAT continue to transitional support through at risk pull out services, 1:1 tutoring, and after school tutoring classes. ELLs are afforded equal access to all student programs by offering various programs that benefit different subgroups of students. After school programs such as ELA, math, history, and science tutoring, as well as test preparation strategies are offered to students based on the needs assessment from the analyzed data. Teachers also offer 1:1 and small group tutoring during their circular 6 period and during the AIS slot during the school day. Teachers and school personnel have access to technology, such as smartboards and computers that can enhance learning for ELL students. Students also use manipulatives, teacher made instructional materials, listening and recording devices, and consumable materials that will aide in student learning and acheivement. The services support and the resources correspond to the ELLs ages and grade levels Goldie Maple Academy offeres the Spanish foreign language elective to ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development is offered to ELL personnel at the school. For example, teachers are offered technology professional development (internet, smartboard certification, software training), data analysis training, differentiation training in all subject areas, benchmark training, Common Core Learning Standards training, classroom visitations, subject area P.D, push in content area support, and there is also a mentoring program for teachers who need to further develop strategies to teach ELL students. There is a seamless transition from elementary to middle school. Students in middle school are offered the Spanish foreign language elective at bot the 8th grade level and the regents level.

D. Professional Development and Support for School Staff

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

Professional Development is offered to ELL personnel at the school. For example, teachers are offered technology professional development (internet, smartboard certification, software training), data analysis training, differentiation training in all subject areas, benchmark training, Common Core Learning Standards training, classroom visitations, subject area P.D, push in content area support, and there is also a mentoring program for teachers who need to further develop strategies to teach ELL students. There is a seamless transition from elementary to middle school. Students in middle school are offered the Spanish foreign language elective at bot the 8th grade level and the regents level.

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?

Goldie Maple Academy has parent involvement that includes parents of ELLs. The PTA is actively involved in the school and funds activities for the school throughout the year. Our foreign language teacher, along with the PTA ensures that translation is offered for all activities and school notices. The school partners with agencies and community based organizations to provide workshops and activities for ELL parents. The results fo the parent survey are assessed and used to ensure that all parents are receiving what they and their children need from the school and the education provided at the school. Parental involvement activities such as workshops on curriculum, test taking strategies and homework clubs for their children have addressed needs of the parents.

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)														0
Intermediate(I)						1								1
Advanced (A)														0
Total	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Goldie Maple Academy uses Dibbles and Woodcock Johnson to assess early literacy of ELL students. We use the core knowledge reading curriculum to benchmark and assess these students as well. Data patterns across proficiency levels and grades indicate that the subgroup of ELL students (one student) are weaker in reading and writing than the general population. We are strengthening our reading and writing assessment and instruction as a result, in order for the students to reach higher achievement levels. We will evaluate the success of our program by looking at the progress of the student in the program. Success will be evaluated based on the progress in achievement that the

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Goldie Maple Academy</u>		School DBN: <u>27Q333</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Logan	Principal		10/25/11
Melissa Compson	Assistant Principal		10/25/11
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Germain Peters/Special Ed.	Teacher/Subject Area		1/1/01
Deonne Rose/Foreign Lang	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elvira Sheikovitz	Guidance Counselor		10/25/11
	Network Leader		1/1/01
Solomon Bennett	Other <u>IEP Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q333 **School Name:** Goldie Maple Academy

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

At the beginning of the school year the school used the various tools including parent language needs surveys, the ATS system, as well as updated blue emergency cards to determine the language needs of the parents and students. The Parent Association also conducted informal interviews about home language to determine translation and or interpretation services parents might need. The School Leadership Team in conjunction with the Parent Association members determined the documents that needed to be translated throughout the year.

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.

The school has approximately twenty parents that require translation and interpretation services. For these non-English speaking parents, Spanish was the predominant language spoken. The committee determined these parents should receive notifications in Spanish and in English, although some are fluent in both Spanish and English. It was also decided that the following documents, at a minimum, needed to be translated during the year: progress reports, report cards, school calendars for each month, units of study for each grade, and parent memos. For parents who require oral interpretation services for meetings and parent-teacher conferences, a member of the pedagogic staff, student support personnel or paraprofessional will be made available. This information was conveyed to parents during the Meet the Teacher Night, which occurred during the first month of school. It will be further discussed at all parent activities and disseminated to parents in their native language. The findings were also shared with pedagogic staff for the affected families to enable them to make arrangements for interpretation services prior to meetings.

Part B: Strategies and Activities

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

A bi-lingual staff member will address the need for translation services in writing for communication to be sent home and for literature available about school functions. School funds will be used to pay a staff member to translate all required documents for the parents. The documents will be sent to the parents as well as displayed throughout the school.

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.

Pedagogic and paraprofessional as well as student support staff will provide oral interpretation at school meetings, Parent Association meetings and for parent-teacher conferences. Parents will be informed of the availability of interpreters and their right to use a friend or family member to provide interpretation services.

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>.

As stated above, all parents whose primary language is not English will receive notices in both Spanish and English. This includes notification on parental rights with regard to translation and how to obtain translation services in the school. Parents will also be made aware of resources available within the Department of Education and bi-lingual publications of the State Education Department will also be made available. Monthly school calendars, progress reports and report cards will also be available in Spanish. The School Leadership Team will also be comprised of at least one bi-lingual parent and a bi-lingual teacher who will liaise with other pedagogic staff to ensure communication is given in a timely fashion.