



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q303

PRINCIPAL: BARBARA LETO **EMAIL:** BLETO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR BEVERLY FFOLKES BRYANT**

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
Barbara Leto	*Principal or Designee	
Emilio Burgos	*UFT Chapter Leader or Designee	
Boaz Adler Andrea Schaeffer	*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	
Laura Ugbomah	Member/Teacher	
Rosanna Sferrazza	Member/Teacher	
Susan Gallo	Member/Teacher	
Deana Bates	Member/Teacher	
Stephanie Kleinberg	Member/Parent	
Gina Drangel	Member/Parent	
Laurie Rubel	Member/Parent	
Shawn Messler	Member/Parent	
Ilyse Sisolak	Member Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, 95% of all classroom teachers will develop skills in the application of technology by designing learning environments which enhance the use of information technology with the intent to allow students to meet high academic standards using Smartboards.

Comprehensive needs assessment

- This goal was created based on conversations with SLT members in regards to a deepening our integration of technology into our curriculum. As a small school without a computer lab we felt the need to engage all our students with authentic practice in the application of technology and giving students multiple entry points to access the curriculum.

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:
- Continue to collaborate with the technology advisory team.
- Staff will continue to upgrade their personal Web pages to increase communication between parents, students and teachers.
- Create a technology task that requires the staff to scaffold instruction using technology anchored smart board lessons.
- Staff will develop smart board lessons to allow technology integration into the curriculum.
- Staff will be provided with current hardware and software applications as resources permit.
- PD will be offered to teachers in the use of Smartboard technology by parents with expertise in technology.
- Inter-class smart board delivered lessons will be made available for teachers to observe as part of a lunch and learn technology series.
- Technology professional development through the Office of Instructional Technology will be afforded to all teachers.
- Both the technology team and administration will conduct focused instructional walkthroughs to provide ongoing, authentic feedback to teachers.
- Continue to build upon teacher expertise to deepen our teaching and learning.
- Evaluate end of the year School LeadershipTeam/teacher survey to gauge success and to inform program changes or adjustments.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents were given a technology survey to highlight expertise in technology to match teacher with parent. Teachers were given a technology needs survey.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Through the use of ARIS and MCLASS data teachers can triangulate student data that helps them to inform planning and instruction for academic success.
- Through "Knowledge Sharing" on ARIS teachers can share best practices and find solutions to classroom challenges.

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 2013, 75% of our 3rd graders will move 2 reading levels as measured by Fountas and Pinnell leveling system.

Comprehensive needs assessment

- Based on The Common Core Learning Standards, students are expected to read more complex text and make connections between texts and ideas. Based on this expectation, students should not only read on their level but also read on grade level to meet the new academic expectations. Based on our mCLASS reading assessment for 2011-2012 and beginning of the year assessment for the 2012- 2013 school year students left 2nd Grade reading at or above grade level. In order for the children to meet and exceed grade level as measured by The Common Core Learning Standards trajectory students would have to increase 2 reading levels to keep them on or above grade level.

Instructional strategies/activities

- Teachers will collect and maintain individualized progress reports generated from Mclass to plan instruction. Schedule common preps and Afterschool per session activities to support teachers in planning for an integrated model of literacy.
- Conduct focused instructional walkthroughs to provide ongoing, authentic feedback to teachers.
- Continue to build upon teacher expertise to deepen our teaching and learning by continuing to implement the shifts in ELA Literacy.
- Offering before school/afterschool per session activities for Collaborative Teacher Teams to look at student work products
- Offering a series of optional “Lunch & Learns.”
- Common Core Learning Standards Turn-Key sessions delivered by network instructional liaison, teacher teams and administration
- Support teachers in integrating literacy centers that focus on Literacy tasks that integrate the CCLS
- Family Literacy Day- “Bear Night”
- Parent/Caregiver workshops on the CCLS.
- Test sophistication
- As a collaborative school model teachers are encouraged to make schoolwide decisions that do not only include their immediate classroom but the school community at large. Teachers sit on every school committee and are encouraged to take leadership roles in every aspect of school life.
- MCLASS will be administered 3 times per year and teachers will use running records to progress monitor in between MCLASS assessments to inform instruction and ensure multiple entry points for all our learners..
- An improvement of at least two levels of progress using the Fountas and Pinnell benchmarks for independent reading levels. Collect and analyze data at the end of February and the end of May to determine the effectiveness of our program.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Continue to provide ongoing differentiated professional development to align the CCLS to our curriculum and Danielson Framework for teachers
- Taylor professional development based on Danielson Framework survey
- Frequent cycles of observations and timely feedback
- Support the integration of CCLS and ELA tasks with learning walks, intervisitation visits, lunch and learns and workshops
- Provide teachers with literacy support from Aussie through our network

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All 3rd grade students stay for extended day to retain and further develop skills and understandings to meet the rigorous CCLS.
- Select students are invited to our breakfast club that focuses on reading comprehension.

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

- By June 2013, 85% of all 3rd Grade students will gain the ability to research, analyze and process information about the political, economic, cultural, and environmental aspect of societies of the past, present and future as measured by the Common Core Learning Standards and teacher created rubrics.

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.

Based on The Common Core Learning Standards, students are expected to conduct short research projects that build knowledge about a topic. In order for students to be able to meet this goal students will be given social studies tasks that require students to form a base knowledge of the topic they are researching.

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) key personnel 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.
- Students will conduct short research projects to build content knowledge about selected topics. Special attention will be paid to ELLs and Special education students to differentiate instruction to meet grade level standards using IEP goals.
- With guidance and support from teachers, 3rd grade students will use the internet to produce a short piece of writing to reflect relevant information gathered through research.
- Staff members will engage in a minimum of one research project per class that allows students to gather relevant information, take notes, and categorize information to present to their peers.
- Staff will create a performance-based rubric that will accompany a performance-based pre test and post test after the unit of study.
- Teachers will plan by grade to narrow the topics of interest and create rubrics, self assessments that students can use to self monitor their individual and group work.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Encourage families to help students research a topic in depth by providing guiding questions and engine searches that can be used to

enhance the home-school connection.
expand our home school pebbles go initiative to all students

- Hold monthly “On Stage with Ms. Leto” workshops to give families an opportunity to learn about school initiatives and ways families can volunteer to be partners in their child’s education.
- Continue to encourage families to train to become a Learning Leader.
- Continue to encourage families to join the ARIS school community and SLT.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Continue to provide ongoing differentiated professional development to achieve our goal.
- Support the integration of research based social studies projects through curriculum planning.
- Provide support to staff members in the use of digital media as a tool to research topics in depth.
- Facilitate the application of grade-wide Social studies project goal setting through faculty conference as well as monthly grade level meetings.

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) key personnel 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>We use Teachers College/teacher created reading and writing units of study</p> <p>MCLASS is our formal reading assessment. The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student's instructional level. The Progress Monitoring assessments are administered in between benchmark assessments and are used to track progress of individual student's areas of weakness and changes in reading levels. Reading 3D measures initial</p>	<p>Instruction is delivered through small group instruction, one-to-one tutoring and peer tutoring</p> <p>AIS is delivered during school hours</p> <p>One to one, tutoring is the method of service</p>	<p>Instruction is delivered through small group instruction, one-to-one tutoring and peer tutoring,</p> <p>AIS is delivered during school hours</p>

	<p>sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our youngest learners.</p>		
Mathematics	We use Singapore Math as well as Everyday Math.	Teacher created assessment as well as ECAM is used to assess for understanding and next steps.	Instruction is delivered through small group, one to one and peer tutoring. AIS is delivered during the school day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk-services are provided by the school psychologist and the social worker.	<p>The Social Worker sees her at risk students on Thursdays. The service is delivered through one to one and small group instruction. The social worker collaborates with the teacher in the classroom to support all of our students emotionally and socially.</p> <p>The school psychologist sees her at risk students on Wednesdays. The service is delivered through one to one and small group instruction. The school psychologist collaborates with the teacher in the classroom to</p>	At risk services are delivered during the school day.

		support all of our students.	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to recruit, retain and support highly qualified teachers, our school has formed a hiring team that consists of representatives of all grades and specialties. This team also includes the input of providers and Para professionals. The goal of this team is to get a collaborative perspective of potential hires. Each member of this team is chosen for their area of expertise and interview questions are developed to ascertain the candidate's qualifications.

Once a teacher is hired they are introduced to the welcome committee and given a welcome packet that includes a toolkit of expectations. New hires whether tenured or non tenured are given a mentor to support them in the initial transition period and are highly encouraged to visit teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Sandra Litrico	District 28	Borough Queens	School Number 303
School Name PS 303 Q			

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

Principal Barbara Leto	Assistant Principal N/A
Coach N/A	Coach N/A
Teacher/Subject Area Susan Gallo/ESL Teacher	Guidance Counselor N/A
Teacher/Subject Area Deana Bates/1st gr. Teacher	Parent N/A
Teacher/Subject Area Laura Ugbomah/1st gr. Teacher	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader Sandra Litrico	Other N/A

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

D. School Demographics

Total Number of Students in School	210	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	1.90%
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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. 

Several steps take place in the identification process of English Language Learners. The entire initial process is overseen by our ESL Coordinator/teacher, Susan Gallo, who holds permanent certification in Teaching English to Speakers of Other Languages. In the event that Mrs. Gallo is unable to be present, Mrs. Bates and/or Mrs. Vasilakis have been trained to oversee the intake process. Both Mrs. Bates and Mrs. Vasilakis are pedagogues who hold valid teaching licenses.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing a student who may possibly be an ELL. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time. In the event that a translator is needed, the NYCDOE Translation Unit is contacted. All HLIS are assessed by Mrs. Gallo and a determination is made as to the child's eligibility for LAB-R testing. If a parent answers "yes" to one question on Part 1: ques. 1-4 AND answers "yes" to two questions on Part 1: ques 5-8 on the HLIS, then the next step in ELL identification occurs. The next step is to administer the LAB-R to the student within the first 10 days of enrollment. Along with testing the children newly identified as ELLs by the HLIS, the RLER (Revised Lab and NYSESLAT Eligibility Roster) is generated through ATS and those children are administered the LAB-R as well. Any child who does not pass the LAB-R and whose home language is Spanish will be administered the Spanish LAB. All LAB-R exams are hand scored by Mrs. Gallo.

All children who are designated as ELLs are annually assessed using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligibility status is confirmed by use of the ATS RLER (Revised Lab and NYSESLAT Eligibility Roster). Several structures are in place at our school to ensure that parents fully understand the three program choices they have available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). Each entitled family is invited to attend a Parent Information meeting to learn about their rights and the programs available to them. These meetings are conducted by Mrs. Gallo. Multiple meetings are scheduled to accommodate possible work hour conflicts. Meetings are posted on the school's website; invitations to these meetings are sent home in the children's backpacks, and announcements are posted on the parent bulletin board. Information regarding these meetings is sent home in whatever language the parent has requested on Part 3 of the HLIS - "In what language would you like to receive written information from the school?". Translators are made available at all meetings to any family who requests such services. Agendas, sign-in sheets, and native language pamphlets are available at each meeting. The first two meeting opportunities both take place in September; one during our Meet the Teacher/Curriculum Night and the other one immediately before the first PTA meeting. As needed, additional meetings are scheduled during Parent Teacher Conferences in November in both the afternoon and evening. Additionally, a morning meeting is scheduled in October for those parents who prefer attending immediately following morning drop-off.

Entitlement letters are sent home by Susan Gallo, ESL Coordinator/teacher, via the students' take home folder/backpack. That letter explains the HLIS and LAB-R process and explains what the student is entitled to. Two copies of the Parent Survey and Program Selection form are created per child. One form is sent home with the Entitlement letter and an extra is kept at school. This way if the first copy is not returned, a second copy is available for completion when the parent comes to school to attend the Parent Information meeting. By doing this, the school has the ability to ensure that all Parent Survey and Program Selection forms are completed and filed for each ELL on register. After each parent completes the Parent Survey and Program Selection form, the Placement letter is sent by

Susan Gallo, ESL Coordinator/teacher via the student's take home folder/backpack. Copies of all forms (Entitlement, Parent Survey/Program Selection, and Placement) are filed and maintained in the school.

At the present time, the number of children entitled to ESL services do not warrant a self contained ESL class, a Bilingual Transitional program, or a Dual Language program. The current ESL instructional program offered by our school is the Freestanding ESL model. Our program is that of a Push In/Pull Out model. Communication and consultation between the school and the parents with regard to program design is conducted by our SFA volunteers in the parents' native languages. When these Parent Surveys are complete, parent program choices are entered onto the ELPC report in ATS.

Data gathered from reviewing the Parent Survey and Program Selection forms over the past few years has indicated the continuation of the Freestanding ESL model which we currently have in place. The trend to date is that 100% of the parents surveyed have requested their child be placed in the Freestanding ESL program. Keeping in mind that parents are fully briefed during the Parent Information session of the alternate choices available to them, all have ultimately chosen to have their children be placed in the Freestanding ESL program.

At the present time the program model offered at our school is aligned with parent requests. In the event that parent choice changes and the number of ELL increases to be able to support such requests, our ESL instructional program and model will be reassessed. The reassessment will be done through consultation with the LAP team, SFA volunteers, and our SLT.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	4	Newcomers (ELLs)	4
Special Education	1		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
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	4	0	1	0	0	0	0	0	0	4
Total	4	0	1	0	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

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	2													2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		1												1
TOTAL	2	2	0	4										

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other	1	1												2
TOTAL	2	2	0	4										

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 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?

Our program design is two-fold. We offer both a 'push-in' component, as well as a 'pull-out' component to our Freestanding ESL program. For the 'push-in' model, children are blocked by grade. The students are supported and receive service minutes within the class setting. The 'pull-out' portion of the program is designed to be ungraded and children are grouped heterogeneously. Students are grouped together for services with beginner, intermediate, and advanced designations working together. Thus, modeling language skills for one another. We employ a full time ESL teacher who holds permanent certification Teaching English to Speakers of Other Languages. This teacher is here to provide service and ensure that each entitled child receives the mandated number of instructional minutes according to their proficiency level. Each ESL students receives the mandated number of minutes as per CR154 and based on their LAB-R determination. Our ESL instructional minutes are explicitly delivered through our push-in/pull-out model. Small group and one-to-one work is provided to support children in their second language acquisition. Every child also receives ELA support during their literacy block to fulfill the ELA instruction requirement of 180 mins per week for any child receiving advanced ELL designation.

Native language assessment is not part of our Freestanding ESL program. However, if a child is struggling in a particular academic area, we utilize the assistance of a translator to informally assess the child to see if the issue is present in the child's native language. By doing this we are better able to ascertain the needs of the child, his/her strengths, and where the child would benefit from additional support.

We have adopted the Readers and Writers Workshop model for our Balanced Literacy program. We are using Everyday Math, supplemented with Singapore Math for our math program. We have chosen trade book Social Studies and Science programs. The language for instruction is English. ELLs are full participants in all subject area learning. A few of the instructional approaches and methods used to make content comprehensible to enrich language development are additional visual aids are provided. Hands on learning

A. Programming and Scheduling Information

and a print rich environment are provided to serve as an additional supports for our LEP students.

At present, the subgroups that are currently part of our population are simply ELL students that fall into either beginner, intermediate, or advanced language proficiency designations. Teachers differentiate instruction by implementing various ESL methodologies such as extensive modeling, one-to-one directions, modified materials, clarifying and reteaching concepts, and pronunciation/linguistic mechanic work. At this present time, we do not have any SIFE children. Considering that this is an Early Childhood Center with students grades Pre-K to 3rd, we do not have any children receiving ESL services for 4-6 years or children considered to be Long-Term ELLs. Also, the requirement under NCLB with regard to ELA testing for ELLs after one year is not age appropriate to our school due to the fact that we do not have ELL students in the testing grades. ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. All services and supports provided are required to strictly adhere to the child's IEP accommodations.

Instructional strategies that teachers implement for our ELLs include physical prompting, varied presentation of materials, re-teach concepts, one-to-one directions, modified materials, etc. Grade-level materials include leveled libraries, visual aides, as well as manipulatives made available across content areas.

ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. All curricular and instructional modifications are designed and implemented based on the individual needs of each student. These students are afforded flexible scheduling in order to accomodate all necessary services; ie: occupational therapy, speech, physical therapy, etc. All services and supports provided are required to strictly adhere to the child's IEP accommodations. Currently we do not have ELL-SWD children whos IEP mandate bilingual instruction. In the event this situation occurs, appropriate placement will be sought and implemented.

Courses Taught in Languages Other than English ⓘ

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

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

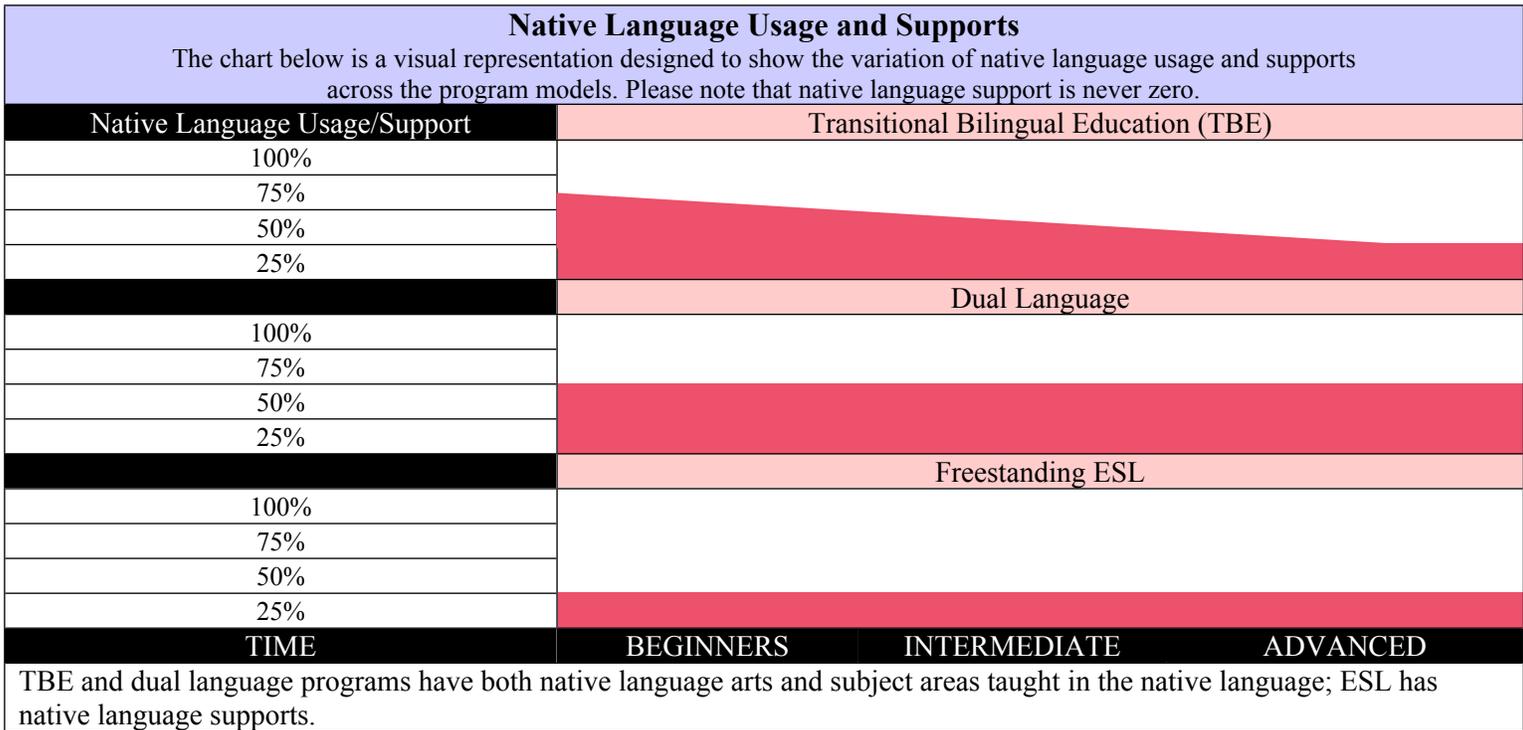
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

Targeted intervention programs have been put in place for ELLs (beginner, intermediate, and advanced) in ELA, math, and other content areas. We have instituted small group instruction, focus groups, and guided reading groups, to provide additional support to our LEP students. Several supplemental programs have been put in place for our ELLs including Academic Intervention Service groups and Extended Day intensive instruction. All instruction is conducted in English. Children who have demonstrated proficiency and passed the NYSESLAT continue to have intervention programs available to them. Push-in instruction also incorporates this population so as to continue the academic support for these students.

The LAP team will periodically review and self-assess our programs and instructional practices for our ELL population. We will then add revisions to our programming as we deem necessary. Although self-evaluation of our programs has proven successful, this team will continue to regularly assess the effectiveness of all aspects of school-life and the way it is affecting our ELLs (curriculum, assessment tools, etc).

At this time we will not be discontinuing any of the programs or services that our ELLs currently receive.

All ELLs are afforded equal access to all school programs. Partnerships have included Lincoln Center Institute and Together in Dance. We currently offer an after school program entitled "Wingspan Arts". All of the aforementioned programs are available to all students. Every child in the school, including ELLs, have the opportunity to actively participate in all programs offered.

In order to provide support services to our ELLs, all children are included in small group instruction, focus groups and guided reading groups. Technology is infused by using language enrichment software as well as by introducing children to online resources available to aid with schoolwork. Leveled libraries, literacy/math centers, and modified materials are available to enhance learning and target students' current academic abilities. Native language support is delivered through bilingual staff members, SFA volunteers, and native language materials which include a growing native language library. All required services and resources support and correspond to our ELLs' ages and grade levels.

We offer newly enrolled ELL students, and their parents, an orientation session before the start of school. This orientation includes a building and classroom tour for both child and parent to familiarize them with the layout of the school in order to make an easier transition on the first few days of school.

Considering elective classes are usually not a part of the Early Childhood education programs, our school has begun Enrichment Clubs for grades K-3. To date, we have offered Italian as a choice for one of our Enrichment Clubs. Children have the opportunity to learn basic vocabulary, food, and culture of Italy.

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)?

Not applicable

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.

Specific Professional Development training for all staff is designed around the needs of our ELLs. The specific staff included in this type of professional development include teachers, educational assistants, psychologist, OT/PT, speech teacher, school aides, and secretary. At this time we do not have an assistant principal, a parent coordinator, or a guidance counselor. As per Jose P, the general education staff members who teach these children on a daily basis receive a total of 7.5 hours of training throughout the school year. This training is designed for the staff to become familiar with ESL methodology and practices best suited for this special population. Staff will meet with the ESL teacher to develop strategies to meet the needs of the ELL students. The administration, teachers, teaching assistants and support staff will participate in ongoing Staff Development sessions with issues related to the Common Core Standards and strategies to increase student achievement. Meeting agendas will be maintained at the school. Since this is an ECC, our students will not be transitioning to a middle school, but rather, simply continuing in another neighborhood elementary school. As stated above, as per Jose P., all staff undergoes 7.5 hours of ELL training during the school year, which consists of training to help staff develop practices suited for the ELL population of our school.

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?

Several parent involvement activities have been put in place in this school. Activities are all inclusive to the parent body both ELL parents as well as non-ELL parents are welcomed. These programs provide many opportunities for parents to become an integral part of their child's education. Some of these activities include Curriculum Night, ESL Parent Orientation, Art Buddies, Reading/Math Buddies, Literacy/Science Fair, 'On Stage with Mrs. Leto', etc. These programs have been designed to foster a very strong Home/School connection. Workshops and services for ELL parents are provided by the ESL Coordinator, Early Childhood Social Worker, PTA, community organizations, or school administration. In order to determine the needs, Specifics for these workshops and services are determined by a needs assessment conducted by the PTA at the beginning of the school year. All workshops and extras are designed based on the issues specified by the parents that they feel should be addressed. Activities are, in turn, designed to address such issues and/or needs. At this time there is no parent coordinator on staff at our school.

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												1

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools our school uses to assess the early literacy skills of our ELLs are Fountas and Pinnell leveled readers/running records and the MCLASS DY0. Insights received are numerous. MCLASS Reading 3D is our formal reading assessment. The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student's instructional level. The Progress Monitoring assessments are administered in between Benchmark assessments and are used to track progress of individual student's areas of weakness and changes in reading levels. Reading 3D measures initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our ELLs. By creating skill groups based on the data that is generated through the reading 3D system, we have observed that our students have met benchmark goals in all literacy areas by differentiating instruction for all our learners.

The data patterns across proficiencies and grades show that our ELLs are steadily learning and improving in their second language acquisition. Considering the fact that three out of the five children who took the NYSESLAT last spring achieved English proficiency, we feel that our pedagogy with regard to ELLs is on the right track. Information accumulated through data analysis of NYSESLAT modalities shows greater student strength in the listening/speaking portion of the NYSESLAT than in the reading/writing portion. Patterns across NYSESLAT modalities show 4 of the 5 children to be proficient in the listening and speaking portion with the other child scoring an advanced level in these modalities. With regard to the reading and writing portion of the NYSESLAT 4 of the 5 children tested proved to be proficient in these modalities. Additionally, 1 of the 5 children scored at a beginning level in reading and writing. Upon closer analysis of this particular child it is important to note that he is Special Education child and although he scored beginning level in reading/writing, he scored proficient in speaking/listening. This discrepancy between modalities is more likely to be explained by his learning disabilities with regard to academic progress rather than because of a lack of language acquisition. School leaders and teachers are using this data to continually inform instruction. This is done by putting more focus on the reading and writing instruction at the Kindergarten and first grade levels (ex: initial and final letter sounds, sentence copying, sight words, etc). The listening and speaking portions of the daily instruction will remain intact and monitored considering our outstanding results across these two modalities. Our school is learning that is ELL's are provided with appropriate support and curricular modifications, these students are able to show steady growth in periodic assessments. Native language support is provided where applicable by our bilingual staff and members of the SFA team.

We evaluate our programs for ELLs. We believe our programs for ELLs to be extremely successful. We have been able to evaluate the success of our programs for ELLs by looking at the data generated by our early literacy assessment tools. At the end of last year, 80% of our ELLs were reading at or above grade level.

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>AEA</u>		School DBN: <u>28Q303</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Leto	Principal		9/21/11
N/A	Assistant Principal		
N/A	Parent Coordinator		
Susan Gallo	ESL Teacher		9/21/11
N/A	Parent		
Laura Ugbomah	Teacher/Subject Area		9/21/11
Deana Bates	Teacher/Subject Area		9/21/11
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
Sandra Litrico	Network Leader		9/21/11
N/A	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q303 **School Name:** Academy for Excellence through the

Cluster: 4 **Network:** Sandra Litrico

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our school's written translation and oral interpretation needs. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time regardless of age or grade. In the event we find that a translator is needed at this initial interview, either a staff member who speaks the parent's language is brought to the main office or the NYCDOE Translation Unit is contacted. All parent interviews are conducted by Mrs. Gallo, ESL Coordinator. In addition to the initial oral interview that is conducted at the time of registration, written and oral translation needs are assessed by examining Part 3 of the HLIS - "In what language would you like to receive written information from the school?". The response that parents make for this part of the form gives us the best indication as to the services that will be put in place for each family throughout the school 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 major findings of our school's written and oral interpretation needs are determined after careful examination of all HLIS forms, with particular attention given to the preferred language of communication each parent has requested on Part 3. Our findings indicate that all families have chosen English is the language of choice for both written and oral communication from the school. Each year these findings are discussed and reported to the school community through the School Leadership Team and the Parent Teacher Association.

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.

Even though specific written translation services have not been requested by parents, we find that it is beneficial to provide such services if the need arises unexpectedly. For example, we have had families where the parent fills out the HLIS form and requests all written and oral communication from the school to be sent in English, however the grandparent may be the person who is caring for the child and be the first person to receive the communications from the school. We have found that in a case like this, by sending the information home in a language the grandparent or caregiver understands, the Home/School connection is that much stronger. When written translation services are needed we contact the NYCDOE Translation Unit. We have found that since most of the documentation that needs to be translated is date-specific (ie: report cards, parent teacher conferences, etc) we are able to ensure timely provision of translated documents to parents.

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.

Although parents have not formally requested oral translation services from the school, we have several methods of providing translation on a need basis. We have created a program within the school which assists us with oral translation needs that may arise unexpectedly. This program is known as Student Family Assistant volunteers. The SFA is made up of staff and parents from different language backgrounds who have volunteered to be called upon in the event that translation needs arise. These parents will help with the communication needs between school and family in languages such as Hebrew, Spanish, Russian, Italian, etc.

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>.

When at all possible, we will use the human resources in our building to translate at meetings, and for written documents. We will also use the translation and interpretation unit to translate critical communications in a timely fashion such as information regarding conduct, safety, and discipline. We will provide parents copies of the Bill of Parent Rights and Responsibilities regarding their rights to translation and interpretation services. We will post a sign near the entrance of all the covered languages. We will encourage parents who would like to receive language and access services to contact the school. We will seek training on language access requirements from the Translation and Interpretation Unit.