



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY FOR NEW AMERICANS
DBN (i.e. 01M001): 30Q235
Principal: MS. BETTY CARTAGENA
Principal Email: BCARTAGENA3@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP COMPOSTO
Network Leader: MR. DANIEL PURUS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
MS. BETTY CARTAGENA	*Principal or Designee	
MS. EVELYN GOMEZ	*UFT Chapter Leader or Designee	
MS. CAROLINA MENDEZ	*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	
MS. ENNA SERRANO	Member/ Bilingual Teacher	
MR. SOM MEHTA	Member/ Science Teacher	
MR. JIMMY JOZA	Member/ School Guidance Counselor	
MS. ANA APONTE	Member/ Title I Parent	
MS. HELA JAAFOURA	Member/ Title I Parent	
MS. LUCILA OMANA	Member/ Title I Parent	
MS. KARA GIARGIAS	Member/ Title I Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2014, 8th grade targeted students who were administered the NYSESLAT examination in the 7th grade in Spring, 2013 will demonstrate an increase 5% in longitudinal progress as measured by the scale score results in the grade 8 NYSESLAT examination of Spring 2014.

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.

Analysis of school wide Spring 2013 NYSESLAT scores highlighted the following data for us. A 71.2 % of the targeted students scored at the Beginning level of proficiency. 12.1% scored at Intermediate level of proficiency and 16.7% scored at the Advanced level of proficiency.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. Challenge and support to all students by providing access to a rigorous and relevant curriculum aligned to Common Core State Standards (CCSS) and 21st Century skills. Disaggregation of data of targeted students to be placed in leveled ESL classes during school day. Use of student performance data, both summative and formative, to create instructional groups. Bimonthly assessments to analyze and monitor progress and class placement.
2. Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders. All school staff will receive training in and implement systems and structures that provide students opportunities to make choices to prepare them to become college and career ready, set goals, and receive feedback towards skill development during common C6 periods on a weekly basis. Core subject teachers will implement the UDL guidelines to design curricula that will embrace student learning by scaffolding student's instruction and using multiple points of entry strategies to reinforce access to academic language/vocabulary. Develop curriculum maps that align with CCSS incorporated into all content areas across all grade levels
3. Commit to early intervention practices as the foundation for future academic success. Provide extended day period (37.5 minutes) to students who require intervention to emphasize ESL/ELA and literacy. Provide afterschool and Saturday Academy for Intervention in academics
4. Integrate and align school budget, technology and academic systems to support the needs of students, teachers and school. Student Initial Reports (SIR) and Student Progress Reports (SPR) for the parents six times in the school year.
5. Develop and implement Multi-Tiered Systems of Support for research-based, data-driven and differentiated instruction to monitor students' progress and performance on a regular basis. All teachers will conduct weekly Core subject teacher teams meetings during a common C6.
6. Implement professional development to increase expectations, instructional focus and cultural competence among all staff

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

1. ELA/ESL, All Core Subject classroom teachers, Data Specialist and the School-based Inquiry team
2. ESL Teachers, Instructional leaders, Core subject teacher teams, School Building Leader, Network
3. ESL teachers, All Core subject teachers, Guidance Counselor, Social Worker, 21st Century-The Leadership, SIFE and Title III after school programs funds
4. All teachers
5. The School Building Leader , Instructional Leaders, and core subject teachers teams
6. The School Building Leader, All teachers, Instructional Leaders, Guidance Counselor, Parent Coordinator and Network Staff, DOE Staff,

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

1. Data of Spring 2013 NYSESLAT scores will be analyzed to identify targeted 8th grade students. Based on this data, students will also be given English placement tests to determine the performance level. Students are then placed in classes according to their English level. Use of a digital web-based grading system "Jupiter Grades" to keep track of students' performance school-wide and to generate student data reports including pre and post assessments for content area subjects, placement tests, and periodic/baseline assessments.
2. Observe and document changes in teacher instructional practices in the classroom to check that differentiated activities are in place in all classrooms with the primary focus on identified target groups. Conduct frequent formal and informal observations by using the ADVANCE teacher evaluation system to ensure that teachers are providing a rigorous curriculum utilizing appropriate instructional strategies. All teachers will keep evidence binders that will include goals and objectives, student assessment data from ARIS as well as teacher created assessments, CCSS lessons and unit plans
3. Conduct a thorough item analysis for each targeted student and subgroup analysis to identify areas of strength and areas for improvement. Exhibit student work and

hall bulletin boards that show evidence of student engagement in ELA/ESL and math. The effectiveness of this intervention will be reflected on students' 2014 NYSESLAT scores.

4. All students will maintain student data portfolios which will include SIR and SPR reports signed by parents as well as assessment data from placement tests. It will also include student quarterly goals and monthly self-assessments.
5. Meeting agendas and minutes from instructional leaders for each core subject teacher team. C6 minutes to be submitted and logged to principal for review.
6. Staff will complete Professional Development criteria worksheets for each PD they receive and will be submitted to the principal for review.

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

1. September 2013 – June 2014
2. September 2013- June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

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

1. ESL teachers and the school-based Inquiry team will meet weekly to analyze data and adjust student grouping. Students are scheduled during the school week to receive intensive ESL instruction in homogeneous groups based on proficiency levels. They will receive two periods of ESL classes daily and an additional ELA class twice a week by certified ESL teachers. Targeted students receive additional intervention four days a week/ 90 minutes daily.
2. Teachers will design curriculum maps and units plans that align with CCSS to deliver rigor in instruction that promotes students' higher level thinking, problem solving and research skill by using the Understanding by Design-Backwards unit planning. Identify specific instructional strategies (e.g., scaffolding, differentiated instruction, flexible grouping, graphic organizers, building background knowledge to increase awareness. The use of the Smart Board and laptops to enhance teaching and learning.
3. ESL/ELA instructional leader will conduct weekly meetings during the C6 to work on unit plans, assessments, and data analysis. The instructional leader will attend monthly meetings with CFN 208 and DOE and turnkey information to the ESL teachers during their meetings.
4. 8th grade targeted students will receive small group intervention in the extended time (37.5 minutes) sessions four days a week/ 90 minutes a day.
5. Modify school schedule to accommodate a common planning time 3 days a week. Records of mandated 3 hours of monthly PDs for the teachers
6. Ongoing PD is provided by the school administration, CITE and Network during 3 hour UFT mandated, weekly core subject teams meetings, PD days in November, June and Faculty meetings.

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).

1. Contact every parent by phone, inviting and encouraging their participation at meetings and Parent Teacher conferences.
2. Child and parent will receive and sign bimonthly student progress reports where parents help child with assessment.
3. Use bulletin boards of Principal's honor roll and perfect attendance with students' pictures to recognize excellence for each month and each quarter.
4. Create and communicate a Parent Involvement Policy involving all school community.
5. Door-to-Door Communication—by school staff and by parent coordinators.
6. Provide/take parents to workshops. These workshops will be provided by 21st Century – The Leadership program and DOE.
7. Make sure that all communications sent to parents are in their language.
8. Encourage parents/guardians to participate in all school functions: report card, award assemblies.
9. Set up a parent information center, including access to a computer.
10. Hold school monthly meetings to report on school progress and ways parents and community members can support your school.
11. Provide interpretation services as needed.

Budget and Resource Alignment

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

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

As a Title I School Wide Program school, we utilize Conceptual Consolidation by combining federal, state, and local funds such as Title I, Title II (K-6 only), Title III and Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this

goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2013-2014:

- 21st Century grant "Round 6"- The Leadership program will provide after-school program for academic enrichment in ELA, math and arts/drama and CITE will provide Professional Development to teachers
- Queens Theatre in the Park Grant, Core Curriculum materials: Inside from National Geographic, Learning farm, Read 180, Technology based lessons using Smart Board (students will use laptops)

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2014, 8th grade targeted students who were administered the Math examination in Spring 2013 will demonstrate a 5% growth of students achieving longitudinal progress in the Spring, 2014 Math standardized examination.

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.

74% of 8th grade targeted students scored at basic or level 1 on the 7th grade 2013 New York State Mathematics test. A 2% of the 8th grade targeted students scored level 2 and 1% scored level 3

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1. Challenge and support all students by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards (CCSS) and 21st Century skills. Disaggregation of data of 8th grade targeted students to be placed in leveled Math classes. Use of student performance data, both summative and formative, to create instructional groups. Baseline/Periodic assessments to analyze and monitor progress and class placement
2. Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders. All school staff will receive training in and implement systems and structures that provide students opportunities to make choices for their learning path, set goals, and receive feedback towards skill development. Core math subject teachers will implement the UDL guidelines to design curricula that will embrace student learning by scaffolding student's instruction and using multiple points of entry strategies to reinforce access to academic language/vocabulary. Develop curriculum maps that align with CCSS incorporated into all content areas across all grade levels
3. Commit to early intervention practices as the foundation for future academic success. Provide extended day period (37.5 minutes) to students who require intervention to emphasize Math. Provide an Academic Enrichment program for afterschool and Saturday Academy for Intervention in academics. Use of scaffolding strategies to provide students with access to learning
4. Integrate and align school budget, technology and academic systems to support the needs of students, teachers and school. Student Initial Reports (SIR) and Student Progress Reports (SPR) for the parents
5. Develop and implement Multi-Tiered Systems of Support for research-based, data-driven and differentiated instruction to monitor students' progress and performance on a regular basis. Weekly Core subject teacher teams meetings.
6. Implement professional development to increase expectations, instructional focus and cultural competence among all staff

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

1. Network math curriculum specialist, School instructional leader, Math teachers, Test coordinator, Data specialist, Inquiry Team and the School building leader
2. Instructional Leaders, Math teachers and Network staff
3. All math teachers, Guidance counselor and Social worker
4. SLT, School Inquiry team, and School Building Leader
5. All teachers, School Data Specialist and School Building Leader
6. All teachers, Instructional Leaders, Guidance Counselor, Parent Coordinator and the School Building Leader, Network staff

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

1. Ensure school implement curriculum and instructional strategies aligned to Common Core State Standards (CCSS) and 21st Century Skills. Data of Spring 2013 State Math scores will be analyzed to identify targeted 8th grade students (Lowest Third Population). Based on this data, students will also be given Math placements tests to monitor progress. Use of a digital web-based grading system “Jupiter Grades” to keep track of students’ performance school-wide and to generate student data reports including pre and post assessments, placement tests, and periodic assessments/ baseline assessments.
2. Fully implement Professional Growth and Advance Evaluation systems for teachers and leaders based on multiple measures, including student growth. Observe and document changes in teacher instructional practices in the classroom to check that differentiated activities are in place in all classrooms with the primary focus on identified target groups. Conduct frequent formal and informal observations by using the Charlotte Danielson Framework and the ADVANCE teacher evaluation system to ensure that teachers are providing a rigorous curriculum utilizing appropriate instructional strategies. All teachers will keep evidence binders that will include goals and objectives, student assessment data from ARIS as well as teacher created assessments, CCSS lessons and unit plans.
3. Implement an early assessment system with item analysis and next steps for intervention. Analysis of Interim assessments via Schoolnet 3 times per year to include baseline, Fall and Winter benchmarks
4. Data reporting in all core subjects, use of technology to support web-based blended learning and computer-based assessment.
5. Invest in a web-based school-wide system, provide student progress reports and assessments, design CCSS tasks with multiple access points.
6. A devised Continuous School Improvement Plan and school schedule for professional development sessions and common planning process. Reflection of student portfolio pieces against standard based rubrics

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

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

1. Develop common core scope and sequence, units, lessons and assessments to monitor and support standards-based instruction in all content areas. Meetings with Network to help facilitate math units. Conduct weekly core subject team during the C6 period to work on assessment and data analysis.
2. Identification of specific focus skills, documentation of training, and teacher reporting choice options, observation of teacher providing feedback to student by administrators. All teachers will set goals, document training, and document implementation of learning into classroom instruction in the area of personalized learning and goal setting.
3. Administer the Math assessment for all students to establish baseline data and to measure growth and determine Math baseline growth measure.
4. CCSS Math books purchased that align to CCSS. Use of CMP3 for Math Lab
5. Modify school schedule to accommodate a common planning time 3 days a week. Records of mandated 3 hours of monthly PDs for the teachers
6. Ongoing PD is provided by the school administration, CITE and Network during 3 hour UFT mandated, weekly core subject teams meetings, PD days in November, June and monthly Faculty meetings.

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).

1. Contact every parent by phone, inviting and encouraging their participation.
2. Child and parent will receive and sign bimonthly student progress reports where parents help child with assessment.
3. Set up bulletin boards to post honor roll and perfect attendance students' pictures for each month and each quarter.
4. Make and communicate a Parent Involvement Policy involving all school community.
5. Door-to-Door Communication—by school staff and by parent coordinators.
6. Provide/take parents to workshops
7. Make sure that all communications you send to parents are in their language.
8. Encourage parents/guardians to participate in all school functions: report card, award assemblies.
9. Set up a parent information center, including access to a computer.
10. Hold school monthly meetings to report on school progress and ways parents and community members can support your school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
As a Title I School Wide Program school, we utilize Conceptual Consolidation by combining federal, state, and local funds such as Title I, Title II (K-6 only), Title III and Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2013-2014: - Funds from the 21 st Century grant "Round 6" for the Leadership program, will provide after-school for academic enrichment in Math The instructional materials to be used include: Common Core curriculum resources: CMP3, and Glencoe Math CCSS textbooks. Finish Line workbooks; CMP3 Math manipulatives in the Math Lab; Triumph Learning Common Core workbooks and test prep materials in English and in Spanish. Technology: "Learning Farm", Laptops and Smartboards are already in place.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, parent involvement will increase a 10% as measured by the 2013 school progress report and the 2013 school environmental survey

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.
By strategically inviting community volunteers to our regularly scheduled daytime and evening school events for parents, more students will benefit from community resources resulting in an increase in student growth on the school environment survey and progress report. The school will increasingly make connections between families and the community in order to continue to support student learning and growth.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none">1. Ensure school's culture supports equitable outcomes in student learning through a positive, safe and healthy environment by providing opportunities for parents to support student learning and growth.2. Support proactive and transparent communication with all parents and school community to foster trust and collaboration3. Build partnerships among students, families, staff and the community to support academic success
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">1. School Building Leader, Parent Coordinator, Parent Volunteers, Guidance Counselor, Social Worker, Teachers, Attendance Teacher2. School Building Leader, Parent Coordinator, Parent Volunteers, Guidance Counselor, Social Worker, Teachers,3. School Building Leader, All school staff, Outside resources CBO: CIANA, 21st Century- The Leadership Program
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none">1. Develop and implement a comprehensive plan to eliminate disparity in student attendance and disciplinary actions school-wide while emphasizing positive behavior interventions. Evaluate and update a safety and security plan for the entire school.2. Develop and implement a comprehensive procedure to ensure two-way communication with all parents, staff and school community. Conduct professional development with community partners and school leaders on how to engage the community3. Strengthen and build upon strategic partnerships with community (CIANA, Immigration Advocacy Services Inc., Emblem Health, 21st Century) civic, DOE organizations who have demonstrated positive impacts on student outcomes.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none">1. September 2013 – June 20142. September 2013 – June 20143. September 2013 – June 2014

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

1. The following workshops focusing on high student expectations in the areas of academics, conduct, and attendance will be held: Positive Strategies between Parents, Children and Teachers, Cyber Safety, Common Cents, Food for Life, Family Talk, Summer Youth Employment, College Search, Arts and Crafts, Professional Prep: Job Trio, Streets: Gang and Drug Awareness.
2. Meet the Teacher Day- Orientation for parents will be held in September. It will provide an opportunity for parents to meet the teachers. It will also familiarize parents with the school and the transition into Middle School from another country. Syllabi will be provided to inform parents and students of expectations concerning content knowledge and academics. Meetings/Orientation on citywide educational expectations and CCSS will be held for the parents. The school will host community events CEC to strengthen community connections with the schools. Parent-Teacher Conferences will be held in November and February. PA - Monthly evening meetings and workshops
3. Meetings/Orientation on citywide educational expectations and CCSS will be held for the parents. International Night – An annual school multicultural event, The school will participate in Science and Math Fairs. The school will host community events CEC to strengthen community connections with the schools. Family Literacy/ESL Program offered free 3 times a week. The Leadership Program will provide 12 workshops for parents during the school year

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 entire school community and Community Based Organizations: 21st Century –The Leadership Program will promote connections between families and the community in order to support student learning and growth by strategically inviting parent school volunteers and conducting:

- *Monthly P.A. meetings, SLT, Workshops provided by The Leadership program
- *Fall "Meet the Teacher Day", Halloween, Thanksgiving Luncheon, Holidays in December, February, May.
- *Monthly School News bulletins
- *Good News Bulletin Board
- *Parents' Luncheons
- *Family Library Night
- *6 & 7th grade award ceremony
- *Parent/Student/Teacher conferences Fall and Spring
- *End of school year: International Night
- *Classroom to home connection via email
- *Field trips

Budget and Resource Alignment

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

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

As a Title I School Wide Program school, we utilize Conceptual Consolidation by combining federal, state, and local funds such as Title I, Title II (K-6 only), Tax Levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2013-2014:

We are a Title I school and the funding sources needed to support this instructional goal will be:

- Supervisor, guidance counselor for parent orientation nights geared for families new to this country
- Tax Levy Title I funds and 21st Century –Leadership program grant "Round 6" will be used for monthly meeting and 12 workshops: Orientation, Internet Safety, Cyber Bullying, Gang Awareness, Conflict Resolution and Peer Pressure

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ELA Prep 21 st Century- The Leadership Program Inside from National Geographics Cengage Web based program: Learning Farm Queens Theatre in the Park	Small group	37.5 minutes School Day After school Saturday Academy
Mathematics	Math Prep, Glencoe CCSS Math Math Lab, CMP3, Continental Press: Finish Line 21 st Century – The Leadership Program	Small Group	37.5 minutes School Day After school Saturday Academy
Science	Science Test Prep	Small group	37.5 minutes
Social Studies	Teaching American History/ Change and Leadership	Small groups within the class	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor will offer additional counseling to students deemed at-risk. Family Intervention Support: Guidance will mediate between students and parents in order to facilitate the issues that deal with adjusting to a new country/family. School Social Worker once a week	Small group One-to one/ Parent/Guardian/Student Small groups/one-to-one	Saturday Academy School Day Mondays during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers in the school are highly qualified. However, one teacher is teaching a portion of his schedule not in the Math licensed area. He does attend workshops and is in the process of becoming highly qualified. Currently, there are no positions available at the school. If one should become available, the administrator will reach out to the network and attend recruitment centers sponsored by the DOE to hire a highly qualified teacher.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
High levels of staff performance are evident as certified and classified staff engage in ongoing professional development and work in teams to provide rigorous, relevant and engaging learning opportunities or other types of support for all students to meet the CCSS. The Principal will attend monthly network meetings. Provide weekly meetings with all teachers in the effective evaluation of teachers to improve teaching and learning. Provide the opportunity to receive intense, sustained, and research-based professional development both in content and pedagogy in all core subject areas for all 6 th -8 th grade teachers i.e. Differentiated Instruction, School Culture, ESL Training, Diversity in the Classroom, English Language Acquisition for ELLs, Cross Curricular Planning, Technology Integration, Best Practices, Classroom Instruction that Works, 21st Century Skills, Coaching, Curriculum Maps, Danielson's Framework for Teaching, etc. Teachers will participate in professional development sponsored by CITE and network in the content areas Provide the principal professional development with a focus on building teacher leadership, teacher effectiveness, teacher retention, teacher evaluation, teacher support, and teacher empowerment in their workshop presentations.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school utilizes federal (Title I, Title III and grants) as well as Tax levy to provide coordinated professional development to continue to implement activities and strategies that will ensure that our students reach their goals. Title I funds are also used for Students in Temporary Housing (STH). School level plans are analyzed to determine common needs so that funds can be maximized. The school also examines assessment level data to provide targeted professional development and supplemental service supports.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL team attended Central and Network Professional Development in order to become knowledgeable in its role in the new Advance Evaluation System. Analyze test scores (NYSESLAT, ELA, Math) with principal and help provide relevant professional development and support for schools from instructional leaders and network curriculum specialists. The teachers use several appropriate measures such as placement tests, pre/post assessments, predicative assessments and

teacher assessments. Teachers provide scaffolding techniques and questioning strategies to accelerate student learning. The Testing Coordinator, data specialist and the School Inquiry team will meet to review data from formative and informative assessments. The parents of the student will also be notified of scores. Students will be identified according to their performance scores from the State Math and NYSESLAT assessments as high risk, low risk and teacher observation. 7th and 8th grade students' scores will also be considered when assessing students' needs for additional intervention support. Also, those students not meeting math standards on the last year's math state test will receive additional 37.5 minutes of math support four days a week.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

**Title I
Parent Involvement Policy and Parent-School Compact for
I.S. 235, Academy for New Americans
Section I: Title I Parent Involvement Policy**

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 I.S.235, Academy for New Americans, *[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. I.S.235'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 Advisory Council, as trained volunteers and welcomed members of our school community.

I.S.235 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;

I.S.235's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians. 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 I. S.235 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, I.S. 235 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual 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 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);
- 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.

I.S.235 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Enhancing our existing a Parent Resource Center 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; and
- 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;

Section II: School-Parent Compact

I.S.235, [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. I.S.235 staff and the 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.

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 State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by 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 a Title I Parent Annual 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, child care or home visits 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; and 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- 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. Open School Week)

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; and ensuring that the Title 1 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;

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.

I will also:

- 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- Share responsibility for the improved academic achievement of my child;

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; and
- Always try my best to learn.

•
This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Carmen Santiago _____ on __11/27/2013_____.

This Parent Involvement Policy was updated on __12/20/2013_____.

The final version of this document will be distributed to the school community on __1/24/2014_____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 235
School Name ACADEMY FOR NEW AMERICANS		

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

Principal BETTY CARTAGENA	Assistant Principal NONE
Coach NONE	Coach NONE
ESL Teacher TATIANA KORNILOVA	Guidance Counselor JIMMY JOZA
Teacher/Subject Area EVELYN GOMEZ/ SOCIAL STUDIES	Parent CAROLINA MENDEZ
Teacher/Subject Area SOM MEHTA/SCIENCE	Parent Coordinator CARMEN SANTIAGO
Related Service Provider NONE	Other type here
Network Leader(Only if working with the LAP team) DANIEL PURUS	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	144	Total number of ELLs	144	ELLs as share of total student population (%)	100.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	144	ELL Students with Disabilities	0
SIFE	20	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	79	14	0	0	0	0	0	0	0	79
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	65	6	0	0	0	0	0	0	0	65
Total	144	20	0	0	0	0	0	0	0	144

Number of ELLs who have an alternate placement paraprofessional: 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							17	23	39					79
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	17	23	39	0	0	0	0	79

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	27	45					89
Chinese							0	0	2					2
Russian							0	0	1					1
Bengali							2	7	7					16
Urdu							1	1	0					2
Arabic							4	4	4					12
Haitian							0	0	0					0
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	1	0					1
Polish							0	0	0					0
Albanian							0	0	0					0
Other							2	11	7					20
TOTAL	0	0	0	0	0	0	26	52	66	0	0	0	0	144

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							22	31	47					100

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	7	8					15
Advanced (A)							4	14	11					29
Total	0	0	0	0	0	0	26	52	66	0	0	0	0	144

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0	2	0	0	0	0	0	0	2
7	6	2	1	3	2	0	0	0	14
8	11	23	3	5	2	2	0	0	46
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	11	14	20	30				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

Our school is for newcomer students. These students are new arrivals to this country. They are administered the LAB-R in English and in Spanish within ten days of enrollment. Based on the results of this test, students are placed in beginner, intermediate or advanced ESL classes. This test is also used as a pre and post assessment tool. As students progress, they are placed in more advanced classes. They are also assessed with school based placements tests for language performance level. Students also receive ELL Periodic Assessments (Spring/Fall) and Acuity periodic assessments (1 baseline and 2 benchmarks) in the school year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

The data patterns on the LAB-R confirm that newcomer students arrive at the Academy with no or very limited English language skills. The vast majority of students are at the beginner levels at the time the LAB-R is administered. The Spanish speaking students who take the LAB-R in the native language, usually score at 70% or higher indicating that the language barrier exists in English. The data patterns on the NYSESLAT indicate that by the spring when it is administered, most students are still at the beginner levels of second language acquisition. While their scores are at higher levels for the listening and speaking, they still struggle with the reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Students receive ESL instruction according to their English language abilities. They take a pre-test upon arrival. Student progress is monitored by the teacher. As students develop listening/speaking skills, they are advanced to more challenging levels. The reading/writing component is also constantly reviewed by the teachers to ensure that students receive instruction according to their growing abilities in this area. ESL teachers meet regularly to discuss student improvement including ways to ensure progression and advancement.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns identified across proficiencies and grade levels are uncomplicated. Newcomer students have a strong motivation to learn and succeed in school. They seem to be aware of sacrifices that were made so that they can study here. Therefore, students do apply themselves and make efforts to perform well. The patterns identified are as follows: 1) Students who have a strong foundation in the first language usually acquire English skills at a higher rate of success than those that who do not. 2) Students who make a smooth transition to their new environment usually have more academic success than those who experience traumatic changes in family life; and 3) Younger students (6th graders) are inclined to adapt to their environment and perform better on tests than do the 7th and 8th graders. Students who are able to take examinations in the native language offered at the Academy usually fare considerably better than their counterparts taking the same examination in English. For all the students, English is not the native language and consequently the struggle more comprehension.

b. Based on the results of the ELL Periodic Assessment, teacher assessments and student progress reports, teachers evaluate student achievement and plan accordingly. Teachers strategically plan with their colleagues to move students forward.

c. Periodic assessments allow the teachers to identify student achievements and student needs using the four modalities. Through the review and study of item analysis, teachers can determine what skills their students have mastered and what areas still need to be focused on for improvement. This allows them to work to plan instruction that appropriately addresses students' needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

After the data is reviewed (ex: LAB-R), all teachers meet within their content area to plan and modify instruction by aligning instruction and tasks to the needs of the students they service. Also, Academic Intervention Services for literacy, ESL and math are offered through small group instruction/intervention during school day as well as during the extended day, after school and Saturday programs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The school testing coordinator as well as the parent coordinator schedule an informational meeting/workshop under various instructional programs available to the parents. In this way parents are able to make an informed decision regarding second language instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
That Academy takes pride in having maintained a letter grade of "A" for the past 5 years on the school's Progress Report and Environment Survey. This indicates that students are improving and progressing nicely. It also indicates that students, teachers and parents are content with the services provided at the Academy. Most parents request that their children be allowed to stay at the Academy for more than one year. Throughout the school year, the Academy receives local, national and international visitors who are interested in replicating our school. They are interested in learning what makes us so successful. Most importantly, the students who leave the Academy frequently come back and tell us about their continued success. Many are now considered advanced ELLs or no longer ELLs. They unanimously attribute their success to their first school in America, I.S. 235, the Academy for New Americans.

Part IV: ELL Identification Process

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

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

Paste response to question here:

I.S.235, The Academy for New Americans is designed solely for servicing recently arrived immigrant students and their families. All of our students are newcomers. They are new registrants in the New York City Public School System. A small number of students are transfers from other middle schools but are still recently arrived students. I.S. 235, The Academy for New Americans provides a programmatic option designed to assist newly arrived immigrant students who need to develop proficiency in the English language and their families to successfully adapt to their new environment and to cope effectively with the many challenges that accompany immigration to New York City. The Academy provides an excellent array of educational, counseling, and human services on a transitional basis to help meet the linguistic, instructional, and other needs of its students and their families. For these English Language Learners, their length of stay at the Academy is only one school year. Thereafter, the eighth graders continue onto high schools and the sixth and seventh graders return to their zoned schools.

Our Academy motto, "A Passport to a New Beginning" reflects on our program goals to assist students in adjusting to their new setting and prepare them for their eventual transition to other schools and society as a whole. At registration or shortly after (within 10 days), students are given our schools based Placement Test for ESL, Math and where possible native language test. In addition the testing coordinator also administers the LAB-R. Students are then placed in appropriate ESL classes using three categories: Beginners (most of the students fall in this category) Intermediate and Advanced. For native language classes, students are placed according to their ability level in Math, Science and Social Studies. Bilingual classes also include native

language arts. School projects and activities are conducted in the native language as well as in English. Infused into our curriculum are the values of respect for bilingualism and cultural awareness. Bilingual proficiency and biculturalism is encouraged by our multi-lingual staff members who are licensed and qualified content area and ESL teachers. The assessment of new entrants in the school is accomplished by providing them with school-based tests in different languages in order to assess their skills and place them accordingly. When possible, students test in their native language when taking city and state-wide tests.

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.

Paste response to question here:

At registration, the Parent Coordinator greets parents and/or guardians giving them a brief summary of school goals, school program choices, and a parent booklet that informs them about school policies, rules, expectations and an introduction to the NYC school system in general. Within the first week after registration, parents are asked to attend an orientation that gives them a thorough overview of our available transitional bilingual and freestanding ESL programs. Parents watch the New York City Office of English Language Learners informative video that thoroughly describes parent choice and parent rights. The parent coordinator and guidance counselor are readily available to answer questions and concerns. Parent outreach activities include monthly workshops that provide valuable information concerning getting acquainted with the NYC school system, coping with adolescence, health related issues, and how to help your child succeed in school. Available at the Academy are parent classes on three weekday mornings. Parents are encouraged to participate in Parent Association and School Leadership Team as well as school based activities.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Parent Coordinator maintains a list of students and their parents and/or guardians. She invites parents/guardians to orientation sessions. Immediately after the orientation period, the parents are provided with the Parent Survey and Program Selection Forms. They are permitted to take them home to discuss with family members and are also given the option to ask for assistance and complete the forms at school. The parent coordinator makes certain that she has received the signed forms from each student's parent and files them accordingly. Parent choices are granted.

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.

Paste response to question here:

The parent choice is honored. Upon admission to the school, each student is administered the school's placement test and the LAB-R. The testing coordinator administers a brief oral interview. According to the results of these tests and the test coordinator's recommendation, the student is placed in level appropriate classes. Most of the languages represented by parents are spoken by the multilingual teaching staff at the Academy. If needed, these teachers are available to translate for parents.

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

Paste response to question here:

All ELLs are administered the NYSESLAT test according to specific timeframes for each section. Teachers meet in teams to train for the administration and scoring of these tests. A testing schedule is prepared for teachers to accommodate the time and place for the different parts of this test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here: The identified trend in program choices is essentially 90% of parents prefer their children receive content area instruction in their native language as well as intensive E.S.L. classes. Obviously, parents see the value of their children continuing to build academic skills while learning English. Parents request our two program models. Once the parent orientation is complete, parents have had an opportunity to visit classes in session, and all their questions have been answered, they are satisfied in placing their children in the program models offered in the school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The organizational model at the Academy is the utilization of departmentalized classes by grade level. Students are placed in homogeneous classes according to their language performance level and academic needs.
 - b. The program models travel in Block and Heterogeneous for content areas. For ESL classes, they are grouped according to English language levels based on the results of LAB-R, NYSESLAT and teacher generated tests.
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)?

The transitional bilingual program model at the Academy upholds the mandated number of instructional minutes for language of instruction in the classroom. For beginner classes, the 90 minutes of native language instruction and 10 minutes of ESL is sustained. As students progress, the 75 minutes native language instruction and 25 minutes of ESL is introduced to the class. Eventually the 50 minutes of native language instruction and 50 minutes of ESL is utilized for teaching. Finally, 75 minutes of English to 25 minutes to 25 minutes of native language is accomplished.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core

Learning Standards.

CR Part 154 guidelines are firmly followed. For beginner transitional bilingual classes, teachers utilize the program models for native language instruction including an intensive review in English. For the Freestanding ESL classes, teachers utilize instruction in English incorporating ESL techniques and strategies. Teachers meet weekly to plan lessons and assessments with tiered activities aligned to the Common Core State Standards

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We order citywide and statewide tests in the languages that are available in the native language for those students who are entitled to it. We also provide the students with bilingual glossaries. Bilingual teachers provide teacher-made tests in content area in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Integration of the four modalities is important. Teachers create classroom activities that require students to use language within two or more of the four modalities which helps to reinforce the concepts being emphasized. Writing helps students improve their listening skills. Reading level-selected books helps students develop competence in writing. The practice in one modality often results in improved competence in other modalities. Teachers also prepare placement tests including the modalities in multiple formats: multiple choice, short and extended constructed response items which are listening, soeaking, reading and writing. Periodic assessments data is also reviewed for overall English language proficiency.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are mainly identified at registration. The new ELL students are screened by members of the ELL Inquiry Team utilizing the LAB-R, the Home Language Survey and the Oral Language Questionnaire that is presented in a variety of languages as needed. Based on the result of the Oral Language Questionnaire, students who have been identified as SIFE (Students with Interrupted Formal Education) are also administered the Academic Language and Literacy Diagnostic (ALLD). For students whose parents answered on the Home Language Survey that they have had interrupted formal education, we also offer the ALLD as well as the Oral Interview Questionnaire.

SIFE students are given instruction during the day, after school and on Saturdays. Instruction is in English and in the native language, when available. The guidance counselor meets with parents of SIFE students to discuss their needs and provides ongoing assistance. The guidance counselor meets weekly with each SIFE student to assist with social/emotional development.

- b. Describe your plan for ELLs in US schools less three years (newcomers).

All students at the Academy are newcomers. As we receive newly arrived immigrant students and their families throughout the school year, our goal is simply to provide the best possible services for them. New students receive a buddy students, usually from the same country and in the same class to orientate and assist them during the adjustment period. New students are introduced to a staff member who speaks their native language so that if there is a need they can feel free to go to the staff member. Our multilingual highly qualified staff provides assistance to students and their parents using the major language represented in our student population which includes Spanish, Bengali, Chinese, Arabic, Hindi, French, Greek and Russian. Parents and students are given a tour of the school. Parents are invited into the Guidance suite where they will meet the Parent Coordinator and School Guidance Counselor. New parents are welcomed by the Parent Association President either in person or via a telephone call. New parents are referred to parents from their own country whose children attend the Academy for further assistance and guidance.

The instructional plan for ELLs who will be assessed in ELA includes 90 minutes of ESL instruction daily, focusing on building listening, speaking, reading and writing skills. In addition, a Language Arts class 3 times a week which provides more intense instruction in analyzing and interpreting literature. Furthermore, each content area teacher is using strategies such as vocabulary building, scaffolding, modeling, activating prior knowledge and building schema. We also provide after school and our Saturday Day Academy concentrating on building English language and Math skills.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

Our school is for newly arrived students only . We are a one year program school for newcomers. Therefore, there are no ELLs who have been in our school for 4 to 6 years. This does not apply.

d. Describe your plan for Long-Term ELLs (completed 6 years).

As previously noted, we are a one year program for newcomers. There are no ELLs who have been in the New York City school public system for 4 to 6 years. This does not apply.hereafter, the eighth graders continue onto high schools and the sixth and seventh graders return to their zoned schools.

e. As stated earlier, we are a one year program for newcomers. Since we are a transitional school, students that tested proficient after one year also continue on to their zoned schools.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

N/A Our school is a one year transitional school for ELLs (newly arrivals). The school does not have a special education program.

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

N/A as prevoiusly noted, no ELLs have been identified as having special needs.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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

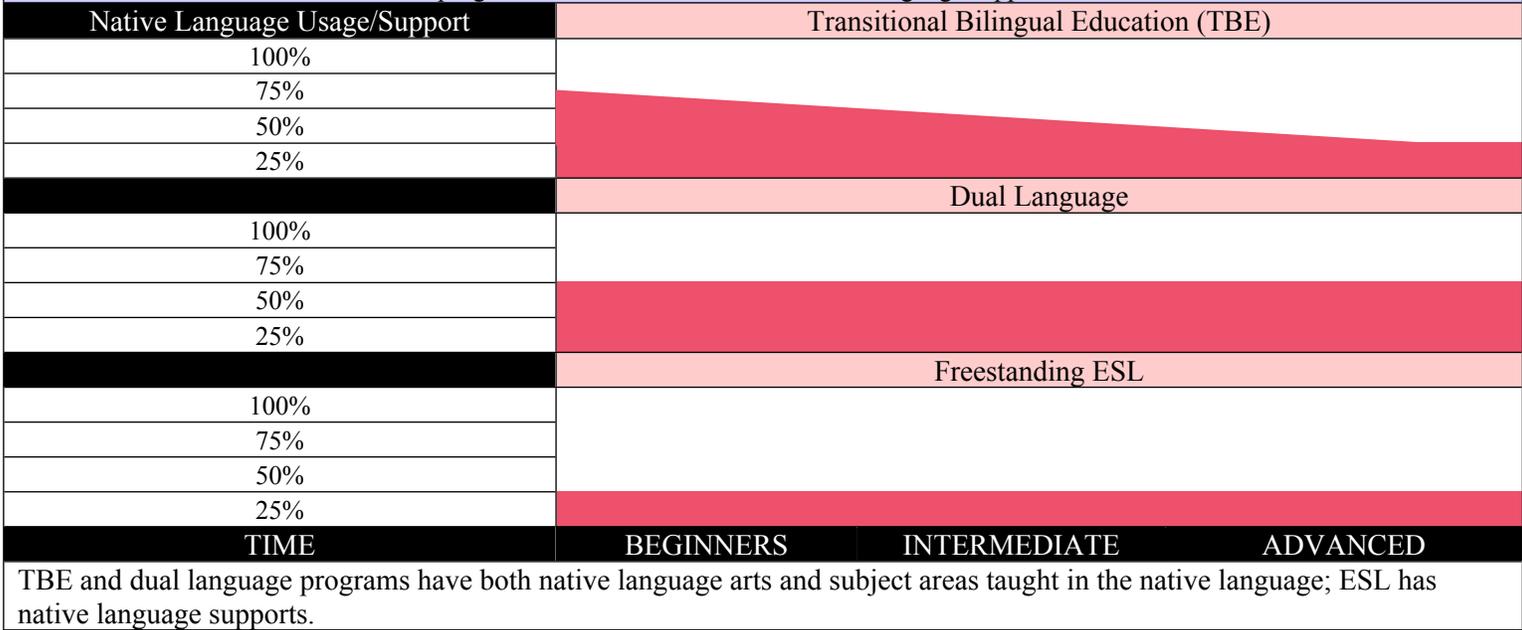
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math and other content areas are ongoing and consistent. They include:

- a. Peer tutoring (Buddy system)
 - b. Small group instruction
 - c. Differentiated instruction, tiered activities with multiple points of entry, individualized classroom assignments and projects
 - d. On-going counseling with the Guidance Counselor or the Social Worker as needed
 - e. 37.5 minutes of guided assistance in the native language as needed
 - f. After-school homework help/tutoring and Saturday Academy
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The following characteristics of effectiveness of our newcomer programs include:

- Instruction was differentiated and modified to create a meaningful connection between school and students' lives and cultures.
 - The goal was to socialize students and their parents to the U.S. schooling system, its routines and expectations.
 - Age-appropriate materials were used to teach literacy to older students.
 - Instruction was scaffolded to begin at the students' knowledge level and instruction integrated reading, writing, listening, and speaking across the curriculum
 - The components and processes of reading and writing are taught to students who do not read in any language
 - Reading comprehension strategies were implemented and focus on vocabulary development
 - English language taught through content and use of the native language strategically in explaining difficult concepts and the use of technology in reinforce students' language learning
11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

We will be implementing "Inside" (National Geographic Explorer, Cengage) and Read 180. All focus on literacy, language and content development through reading and writing.

12. What programs/services for ELLs will be discontinued and why?
- We wish to continue purchasing ACHIEVE 3000 licenses for this school year but because of low school budget we had to discontinue it.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are ELLs. School programs are opened to all of our students. After school programs and supplemental services include homework help, ESL, math, drama, chorus, art, soccer and basketball.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials utilized at the Academy include:

ESL kits (hands-on materials, realia, pictures)

"Inside" from Natinal Geographic Cengage

NYSESLAT Test Preparation

Glencoe Math CCSS

Math CMP3

New York State Coach Math

New York State Coach ELA

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The transitional bilingual program offers students content area instruction in the native language. The freestanding ESL program does not offer native language instruction. However, after school programs allow the students to work with teachers who speak their native language and can provide additional support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Hands-on manipulatives, realia, pictures, visuals, multimedia, related literature, adapted text are age appropriate and related to the interrelationship between language and culture for students from diverse backgrounds and at varying English

proficiency levels. The school is comprised of a multicultural staff which provides services to the students needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

This does not apply to the majority of our students as they are newly arrived in the country. We have no prior records to review or to use as history background when placing the students. We do provide a Summer package of reading and writing and math activities to a smaller number of students that arrive and enroll in the spring and therefore will continue studying at the Academy for the next school year. These activities are designed by teachers to help students continue to build skills in language and literacy.

18. What language electives are offered to ELLs?

The nature of the school is to receive newly arrived students and offer them with intensive English language learning and adapting to the city school system in a year. Our students are all newcomers and introducing them to a language elective is not feasible.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. ESL and Math teachers will attend monthly meetings/workshops provided by CFN 208. Science and Social Studies will attend quarterly meetings/workshops provided by CFN208. Professional Staff Development will be provided on a weekly basis at the school to all core subject teachers.

2. Teachers now have to complete 3 hours per month of Professional Development. These PDs include alignment of ESL strategies and techniques to the CCSS across the board. Also these PDs focus in the understanding of the Charlotte Danielson's Framework components. They also need to meet weekly with their core subject teams. In addition, the teaching staff also need to attend to monthly meetings and PDs provided by the CFN and Office of English Language Learners.

3. Due to the fact that all students are newcomers, parents are not familiar with the process of helping their children choose a high school. Most eighth graders are unaware of the many programs/opportunities offered at the various high schools throughout New York City. Therefore, the guidance counselor and teachers of eighth grade students provide orientation meetings for students and their parents. The guidance counselor also takes them to open houses held at high schools.

4. Although we do not service students with special needs because newcomer students are recent arrivals and they have not been in the country enough time to be identified as such, teachers are cognizant of the fact that they may have students that require more assistance than others. They also know that some of the newcomers are SIFE students that need to be addressed differently. Therefore, teachers attend lunchtime and after school workshops that focus on this topic. All teachers at the Academy have met the minimum requirement of 7.5 hours of training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our students are all newcomers and so are many of our parents. They are unfamiliar with the New York City school system. The parent coordinator, guidance counselor and school social worker collaborate to provide a welcoming environment for the parents. The Parent Center at the Academy offers parents an array of resources including pamphlets, books, videos, cds and computers all pertaining to available programs, the school system, parenting and more. Parent orientation meeting are scheduled to help parents and guardians understand school policies and the school as well as their role in the education of their children. Also, they are invited to become active participants in school committees. They are guided through processes that are unfamiliar to them, made to feel comfortable enough to partake in school committee activities and assisted in understanding the importance of their role in the education of their children.
 2. Yes. We partner with the 21st Century Program and with CIANA (Center for Integration and Advancement of New Americans) who offer workshops to parents that focus on various topics in various languages
 3. Parents benefit from our open door policy. They are always welcomed in our school. They develop a good relationship with the parent coordinator and the administrative staff. This helps them to feel free to discuss concerns and share their feelings with staff and each other. The parent coordinator also sends parents a questionnaire asking them to contribute their thoughts, opinions and desires on school matters. This helps us to assess their needs and plan accordingly.
 4. The parent involvement activities allow parents and guardians to develop survival skills in their new environment. ESL classes at the Academy assist parents in learning basic language skills that can be applied to their immediate needs. Many parents find themselves needing to reconnect with their children that were left in their country as youngsters while they came to the United States to establish themselves. Reunio of parents and children sometimes takes years to come to fruition. New parents and their adolescent children must adapt to their new found families and environment. Our activities provide parents and students with suggested resources for coping with this delicate situation. Other activities offered at the Academy help parents with parenting skills, refer them to community agencies that can assist in immigration issues, housing, shelter and family health care.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BETTY CARTAGENA	Principal		9/23/13
	Assistant Principal		
CARMEN SANTIAGO	Parent Coordinator		9/23/13
TATIANA KORNILOVA	ESL Teacher		9/23/13
CAROLINA MENDEZ	Parent		9/23/13
EVELYN GOMEZ	Teacher/Subject Area		9/23/13
SOM MEHTA	Teacher/Subject Area		9/23/13
	Coach		
	Coach		
JIMMY JOZA	Guidance Counselor		9/23/13
DANIEL PURUS	Network Leader		9/23/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q235 School Name: ACADEMY FOR NEW AMERICANS

Cluster: 2 Network: 208

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 Academy has a multi-lingual staff. Where possible, written communication to parents and care-givers is provided in English and the native language. Translations are made available in the major languages represented by the student population. These languages include Spanish, Bengali, Hindi, and Chinese. Furthermore, written communication that is provided directly from the Department of Education and readily available in a variety of languages is downloaded and disseminated to the intended parents. Oral translators are provided at school meetings. Teachers and other staff represent languages that include Spanish, Italian, Arabic, French, Hindi, Greek, Russian, Chinese, and Bengali. Translation and interpretations service signs are posted by the "Sign-In" desk and the Main Office. Our parent coordinator is very accomodating and helpful to the families. She provides assistance and utilizes various resources to provide the necessary communication in many languages.

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 the Academy's written translation and oral interpretation needs confirm that a large majority of parents and care-givers of our newcomer students are newcomers as well. They do not have proficiency in English. Therefore, the school community is informed of our findings informally upon arrival and at orientation meetings. They are also provided with the Academy's mission/ plan to address these needs. Information is disseminated at parent meetings, workshops, parent/teacher conferences, and school committees. The Academy offers ESL classes, bi-lingual dictionaries and glossaries, bilingual books and magazines from our lending library.

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.

Using the available data that includes parent interviews and home language survey documents, the Academy staff will continue to provide a warm and welcoming environment for newcomer families. As needed, school staff provides written translations. Whenever letters or notices are provided to the school community, translated versions are included. If languages other than the ones identified are needed, we will contact the Department of Education or a community based organization in our area. All translations are made immediately available and are provided with the English version.

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.

Our multi-lingual staff is available to serve as translators as needed. If teachers cannot come immediately, they assist at some time during the day. For parent meetings and workshops, translations will be arranged in advance. Often times, parents agree to volunteer as translators for other parents. They are approached in advance as well. Many parents are happy to assist in this way. The parent coordinator maintains a list of volunteers.

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>.

The Academy prides itself in serving the needs of parents and care-givers. We provide assistance in all the major languages represented by the parents. However, sometimes there is a need for translation in other languages such as Turkish, Tagalog, Thai, or Polish. Unfortunately, speakers of these languages are not on our staff. We make provisions by asking other parents who speak these languages and have a command of English to partner with these parents. We will encourage parents to bring interpreters who are over 18 years old to assist them. For written translations in these languages, the Academy will contact the Translation and Interpretation Unit or community based organizations. All parents are invited to attend ESL classes at the school that help parents build English language skills.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>ACADEMY for NEW AMERICANS</u>	DBN: <u>30Q235</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I.S 235, Academy for New Americans is an open enrollment, comprehensive one-year school for newcomer students. Title III funds will assist our school in providing supplemental instruction in English as a Second Language and mathematics during an after-school and Saturday program. The afterschool program is scheduled for implementation of four days per week and 2 teachers for a duration of 21 weeks. The Saturday Academy is scheduled for a duration of 18 weeks and 4 teachers. The program schedule for students will run Mondays thru Thursdays from 3:00 to 4:30pm. The Saturday Academy will run from 8:00 - 11:30am. The programs will serve approximately 150 students. There will be 4 ESL certified teachers for the Saturday program in the morning. There will be 1 ESL and 1 Bilingual teacher for the After-School program. The principal will oversee the program providing guidance and assistance to teachers, parents, and students. The principal will also provide professional development activities as well as orientation sessions to the parents. The school aide will assist teachers with the attendance, phone calls to parents as needed, snacks for the students, etc...

The proposed program will consist of Mathematics, ESL, ELA, and homework help. Technology-based projects and activities will also be implemented as part of the curricula in placed. Students will be engaged in computerized programs such as: Acuity and Read 180. Acuity and Read 180 will help students increase reading/literacy skills. Access ESL for Newcomers, Building Literacy Through Learning is a series that will be utilized in this program as well. For project-based learning in Mathematics, students will be involved in group activities that include CCLS tasks to help them develop their ability to analyze, synthesize, reason, problem-solve, evaluate concepts taught and make connections to real life situations. Utilizing the common core standards, teachers will plan age-appropriate lessons that will provide the students the opportunity to engage in an integrated language learning experience as they develop critical thinking skills in core subjects. The goal is to assist students in building higher order knowledge and academic skills in English. Additional strategies that will be incorporated by the teaching staff include scaffolding, turn and talk, choral speaking, read alouds, freeze frames, and total physical response.

Part C: Professional Development

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

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

Begin description here:

Title III Professional Development is needed to keep the ESL and Bilingual teachers abreast to using current strategies for aligning curricula to New York state standards. The Professional Development will include monthly meetings throughout the school year with the principal to discuss and plan

Part C: Professional Development

differentiated instructional tasks and activities, common core standards, and student data. Using the books, "Differentiated Instructional Strategies" and "Understanding By Design by Wiggins and McTighe", ESL and Bilingual teachers will plan and implement units along with techniques and strategies for classroom use. Teachers will share best practices and effective instructional approaches. Teachers will also discuss student engagement and student progress. Additional topics for the meetings incorporate extensive use of the Read 180, and Access ESL instructional materials utilized in the after-school and Saturday programs. Professional Development will include attendance at workshops and conferences conducted through the Department of Education and other institutions and in-house training on computer technology. Teachers will attend workshops especially focusing on English Language Learners. The ESL teachers will attend a conference "Meeting the Challenge with Success: Strengthening Instruction for ELLs" in November and the math teachers will be attending a series of four workshops starting in October to help them plan their units aligned to the CCLS. They will involve themselves in turn-key training, once they return to the school in order to share acquired knowledge with their colleagues.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents play a crucial role in the academic success as well as the overall well-being of their child. The Academy staff works with parents as partners in education. A welcoming environment is provided for them to encourage their active participation in school matters. At the Academy, Title III funds as well as other resources are utilized for parental involvement. All letters and flyers provided to parents are sent in English and Spanish, Bengali and Arabic. The Parent Coordinator makes follow up telephone calls to parents as well. In September, parents are invited to attend an orientation session that includes a description of the Title III program. Books and other reading materials are purchased for the parent library. These resources are available to parents to read and further familiarize themselves with educational policies and school activities. They are also invited to a "Meet the Teacher Day" in the fall. Parents are encouraged to attend ESL weekday morning classes at the Academy. The following workshop meetings are planned for the school year: September- Orientation to the New York City Public School System for newcomer parents; October- How to apply to desired high schools; November- Parent/Teacher conferences; December- Family Talk- Communicating and understanding your adolescent child; January- Test preparations and homework help; February- CyberSafety; March- Organized for Life: Goal Setting and Organization for Parents and Students; April- Keeping it Cool: Conflict and Anger Management; May- Smart Technologies in the Classroom; June-Community Activities for Summer Enrichment Programs and Jobs for Adolescents. Each workshop is approximately two hours long. These workshops are provided by the 21st Century Leadership Grant and CIANA (Center for the Integration and Advancement of New Americans). Parents are provided with a monthly report of their

Part D: Parental Engagement Activities

child's progress. They are invited to comment or contact the school if they have concerns. If so, intervention includes a meeting with the parents, the school guidance counselor and the teacher and sometimes the student as well. A final report is sent to the parents at the end of the program. Excellent attendance, participation, and other commendations are granted to students at a final meeting where they receive certificates and awards.

Part E: Budget

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

Allocation Amount: \$26512

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	26352	Per session for after-school (Teachers) Per Session for Saturday AcademyAM (Teachers and Principal)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	160	Supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	26512	

