Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS

DBN (*i.e. 01M001*): 28Q303

Principal: BARBARA LETO

Principal Email: BLETO2@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLY FFOLKES BRYANT

Network Leader: DR. KAREN AMES

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
Barbara Leto	*Principal or Designee	
Laura Ugbomah	*UFT Chapter Leader or Designee	
Jessica Sinoway	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rosanna Sferrazza	Member/ UFT	
Deana Bates	Member/ UFT	
Helen Tsihlas	Member/ UFT	
Susan Gallo	Member/ Principal Designee	
Laura Marks	Member/ Parent Member	
Ilyse Sisolak	Member/ Parent Member	
Tsu-Yu Tsao	Member/ Parent Member	
Laurie Rubel	Member/ Parent Member	
Paula Goldfarb	Member/ Parent Member	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
NA	**Title I Plan (Only for schools receiving Title I funding)**
NA	**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, 95% of all 3rd grade teachers will develop skills in the application of technology by designing units of study, which enhance the use of information technology with the intent to allow students to construct meaning as measured by PARCC.

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.
At this time our 3rd grade students do not have sufficient practice in constructing meaning from machine-scorable items. PARCC will be using technology based items to assess college and career readiness in the 2014-2015 school year. Since we do not have a technology lab or dedicated technology teacher, we feel that enhancing our units of study to incorporate assessments done on the computer will allow our students to be better prepared for when our school is required to take New York State test online.

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
A. Teachers in grade 3 will incorporate technology into a unit of study. B. Staff will assign RAZ Kids online assignments/assessments to increase technology use and further build on home-school communication. C. Staff will develop goals in integrating technology into the curriculum. D. Staff will be provided with current hardware and software applications as resources permit. E. PD will be offered to teachers in the use of smart board technology to create assessments online. F. Inter-class smart board delivered lessons. G. Technology professional development through the Office of Instructional Technology. H. Use of technology to allow Ells, students with disabilities and general education students to construct meaning for machine-scorable items.
B. Key personnel and other resources used to implement each strategy/activity
I. A technology advisory committee will oversee the RAZ kid's assessment tracking to inform classroom instruction and modification of technology goal as needed. J. Classroom teachers will create assignments/assessments that will be done at home to support the work that is being done in the classroom.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students will be given a pre- and post assessment using similar technology-based items to assess college and career readiness.
D. Timeline for implementation and completion including start and end dates
1. Teachers will give the baseline by November 25, 2014 and the post assessment by June 12, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will be given time to plan vertically with colleagues to integrate technology into the units of study. Teachers will be offered a series of lunch and learns, webinars and Professional Development to support the creation and implementation of this work.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Informing parent community via SLT, PTA, and newsletter as to the infusion of technology and PD for teachers which will improve teacher effectiveness and student achievement.

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

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, 85% of students will be engaged in a Science Lab program initiative with an inquiry focus on the Scientific Method.

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.
This goal was created based on conversations with SLT members with regard to a deepening our integration of scientific exploration into our curriculum. As a small school without a science lab, we felt the need to engage all our students with authentic practice in the application of the Scientific Method and giving students multiple entry points to access the curriculum in this content area.

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. Staff participation in professional development provided in-house as well as during Network sponsored curriculum development sessions. 2. PD on developing rigorous units of instruction using Common Core Learning Standards including Chancellor's PD Days, lunch and learns, etc. 3. Grade leaders to coordinate with all teachers across the grades and share team meeting outcomes and receive input. 4. Weekly grade common planning sessions to model and support appropriate curricular changes.
B. Key personnel and other resources used to implement each strategy/activity
5. Curriculum teams will meet with the Assistant principal throughout the year..Resources that will be used are: Harcourt Science program, Science Trade books and PebbleGo.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6. Dedicated schoolwide inquiry sessions to look at student work, student data, and planning based on assessments. 7. Goal meetings with administration three times per year. 8. Observation feedback to support Citywide Instructional Expectations of short, frequent cycles of observations with thoughtful feedback.
D. Timeline for implementation and completion including start and end dates
1. Timeline span with start date of December 2013 and end date of June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will use one science period a week for hands on exploration and/or experiments accompanied by writing in that content area.

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).
Schoolwide activities and events including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Science Fair; parent communication logs; report cards and interim progress reports; school calendars.

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

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.
To improve the mathematics performance of all 3rd grade students, including , ELL and SWD on New York State test by increasing the number of students who perform at a Level 2 to a Level 3 by 10% by June 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.
According to the 2013 NYS exam, our students scored a total of 68% proficiency in mathematics. Item analysis of this exam has revealed the need for students to develop a stronger analytical and conceptual understanding of grade specific material. Through careful analysis of assessment data, we see that our students are not struggling with the math concepts as much as they are struggling with analytical explanation of what methods and steps they used to complete the mathematical tasks set before them.

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. By integrating a "Math Problem of the Day" into each grade's daily math routines, this identified conceptual understanding of content that can be built upon in each grade beginning in Kindergarten. 2. Step by step breakdown of mathematical task and solution will enhance student ability to understand and adopt into their person toolbox. 3. Matching unit assessment with goal specific classroom activities will result in multiple assessment tools. 4. Keeping electronic item analysis for each class/student such as school assessments, Singapore item analysis, RTI/Academic Intervention Services reports, Longitudinal Reports, Portfolio Reports, Roster Reports, and Summary Reports. 5. Continuously and cumulatively assess student learning and progress in mathematics.
B. Key personnel and other resources used to implement each strategy/activity
1. Creating multiple Inquiry Teams which will target diverse target populations. 2. Establish Mathematics Inquiry Team that will target the school's bottom 1/3. 3. Immerse teachers in the inquiry team principles to support them in preparing their lessons to include differentiated instructional strategies. 4. Host workshops for parents and students which will be facilitated by parent volunteers who have specialized career training in the area of mathematics.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Periodic assessments (three times per year) will be given to examine the progress of this work. Results of these assessments will be used to guide and amend content focus as needed.
D. Timeline for implementation and completion including start and end dates
1. Timeline span with start date of October 2013 and end date of June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher created "Problem of the Day" using Singapore math, Math in My World and Math Exemplars will be utilized to construct focus questions at varying levels of difficulty. "Problem of the Day" activity will be infused into morning math routines.

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).
Families will be invited to attend Math focused events throughout the school year; Curriculum Night, On Stage with Mrs. Leto; PTA sponsored presenters, etc. Families will also receive formal and informal feedback from teachers and administrators as to student progress in math.

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

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**
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	Targeted skills include decoding, fluency and comprehension. These services are provided by classroom teacher as well as the ESL language support teacher	This program is delivered using one to one tutoring, small group, literacy centers, RTI groups and Breakfast Club.	The service is provided before and afterschool and during the day.
Mathematics	ECAM is used as a baseline assessment. Problem of the day and teacher created units of study to inform instruction and address changes in Mathematical shifts as designated in the CCLS.	This service is delivered using one to one tutoring, small group, math centers and RTI groups.	The service is provided before and afterschool and during the day.
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At-risk services provided by the Social Worker	One to one	Service provided 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.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**X**	**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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 28	Borough Queens	School Number 303
School Name Academy for Excellence through the Arts		

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 Barbara Leto	Assistant Principal Susan Gallo
Coach n/a	Coach n/a
ESL Teacher Susan Gallo	Guidance Counselor n/a
Teacher/Subject Area Laura Ugbomah/Common Branch	Parent Boaz Adler
Teacher/Subject Area Jodi Rubin/Special Education	Parent Coordinator n/a
Related Service Provider Chanah Cohen	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	1	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)	168	Total number of ELLs	3	ELLs as share of total student population (%)	1.79%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0										**0**
Dual Language (50%:50%)	0	0	0	0										**0**
Freestanding ESL														
Push-In	0	1	0	1										**2**
Pull-out	0	0	0	1										**1**
Total	**0**	**1**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**3**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	**Newcomers (ELLs receiving service 0-3 years)**	3	**ELL Students with Disabilities**	0
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	0	0	0	0	0	0	0	3
Total	3	0	0	0	0	0	0	0	0	3
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
SELECT ONE	0	0	0	0										0
SELECT ONE	0	0	0	0										0
SELECT ONE	0	0	0	0										0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0											0	0
SELECT ONE	0	0	0	0	0	0	0	0											0	0
SELECT ONE	0	0	0	0	0	0	0	0											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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														0
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	0	2	0	1	0	0	0	0	0	0	0	0	0	3

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)														0

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)				1										1
Advanced (A)		2												2
Total	0	2	0	1	0	0	0	0	0	0	0	0	0	3

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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The data patterns across proficiencies and grades show that our ELLs are steadily learning and improving in their second language aquisitiion. Two of the three ELL children were classified as Intermediate on their LAB-R exam at the beginning of the school year and the third was classified as a Beginner. Considering the fact that the two Intermediate students are scored Advanced and the Beginner student scored Intermediate on the Spring 2013 NYESLAT exam, we feel that our pedagogy with regard to ELLs is on the right track. Information accumulated through data analysis of NYSESLAT modalities on the RLAT report in ATS shows greater student strength in the listening/speaking portion of the NYSESLAT than in the reading/writing portion for our student who is now Intermediate. Writing is the area in need of support for the two children who scored Advanced on the NYSESLAT.
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)
   N/A
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?

Patterns across proficiencies and grades show 2 of the 3 children to be proficient in listening, speaking, and reading portion of daily instruction with the third child showing strength in speaking and listening aspects of the school curriculum. All three ELLs have demonstrated the need for additional support in the writing component of their particular grade requirements. All tests are given in English since we currently do not have a TBE or Dual Language program. Considering the young age of our students, reading and writing in the native language has never been a part of their academic life even before enrolling in our school. Up to this point in time we have never administered the ELL Periodic Assessments due to the fact that all former ELLs have achieved English proficiency prior to being in third grade. Future use of such assessments are being discussed and reviewed by the school administration, classroom teachers, and network liaison. School leaders and teachers are using this data to continually inform instruction.

We believe our programs for ELLs to be successful. We have been able to evaluate the success of our programs for ELLs by looking at the data generated by our early literacy assessment tools. As of October 9, 2013, 66% of our ELLs were reading at or above grade level.

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*.)
   Our school uses data to guide instruction for ELLs within the RtI framework by allowing for new methods of differentiation. By analyzing data gathered from formative and summative assessments, students are provided with increasingly intensive and targeted instruction. This instruction is designed to match their learning needs as determined through various classroom assessments and consultation with school administrators and teachers. Support for ELLs begins with Tier I for core of instruction, then increases to Tier II which doubles the dose of instuctional intervention. Tier III is the level reached when intensive intervention and support is warranted in small group or 1:1.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Conversations and consultation with ESL coordinator, classroom teacher and school leaders occur to determine the level of second language development that is evident for each child. Using reading, writing, listening and speaking assessminds as the foundation of assessing language acquisition act as the foundation for all instructional decisions. Emphasis on areas in need of support is determined and implemented on an individual basis.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The LAP team periodically evaluates the success of our programs and instructional practices for our ELL population. Self-evaluation of our programs, measuring rate of student progress, and consultation with the families are some of the ways this evaluation is conducted.

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.)
Several steps take place in the identification process of English Language Learners. The entire initial process is overseen by our ESL Coordinator/teacher, Susan Gallo, who holds permanent certification in Teaching English to Speakers of Other Languages. In the event that Mrs. Gallo is unable to be present, Mrs. Bates and/or Mrs. Vasilakis have been trained to oversee the intake process. Both Mrs. Bates and Mrs. Vasilakis are pedagogues who hold valid teaching licenses.
The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing a student who may possibly be an ELL. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time. In the event that a translator is needed, the NYCDOE Translation Unit is contacted. All HLIS are assessed by Mrs. Gallo and a determination is made as to the child's eligibility for LAB-R testing. If a parent answers "yes" to one question on Part 1: ques. 1-4 AND answers "yes" to two questions on Part 1: ques 5-8 on the HLIS, then the next step in ELL identification occurs. The next step is to administer the LAB-R to the student within the first 10 days of enrollment. Along with testing the children newly identified as ELLs by the HLIS, the RLER (Revised Lab and NYSESLAT Eligibility Roster) is generated through ATS and those children are administered the LAB-R as well. Any child who does not pass the LAB-R and whose home language is Spanish will be administered the Spanish LAB. All LAB-R exams are hand scored by Mrs. Gallo.
All children who are designated as ELLs are annually assessed using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligibility status is confirmed by use of the ATS RLER (Revised Lab and NYSESLAT Eligibility Roster).

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.
Several structures are in place at our school to ensure that parents fully understand the three program choices they have available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). Each entitled family is invited to attend a Parent Information meeting to learn about their rights and the programs available to them. These meetings are conducted by Mrs. Gallo.

Multiple meetings are scheduled to accommodate possible work hour conflicts. Meetings are posted on the school's website; invitations to these meetings are sent home in the children's backpacks, and announcements are posted on the parent bulletin board. Information regarding these meetings is sent home in whatever language the parent has requested on Part 3 of the HLIS - "In what language would you like to receive written information from the school?". Translators are made available at all meetings to any family who requests such services. Agendas, sign-in sheets, and native language pamphlets are available at each meeting. The first two meeting opportunities both take place in September; one during our Meet the Teacher/Curriculum Night and the other one immediately before the first PTA meeting. As needed, additional meetings are scheduled during Parent Teacher Conferences in November in both the afternoon and evening. Additionally, a morning meeting is scheduled in October for those parents who prefer attending immediately following morning drop-off.

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

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

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.
After the initial LAB-R exams are administered to all Kindergarten and newly admitted children whose HLIS form indicate a language other than English is spoken in the home, the RLAT report is run on ATS. This report indicates the names of children who will be tested in the spring using the NYSELSAT. By collecting this data it is possible for the correct number of exams to be ordered through the online ordering system in NYSED. The RLAT is run periodically throughout the school year to ensure that new admits are accounted for and that the number of exams ordered is reflected accurately.
When the time to administer the NYSESLAT arrives each year, a schedule is created so that all sections of the exam are administered. All schedules and subsequent testing is facilitated by Mrs. Gallo.
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.
Data gathered from reviewing the Parent Survey and Program Selection forms over the past few years has indicated the continuation of the Freestanding ESL model which we currently have in place. The trend to date is that 100% of the parents surveyed have requested their child be placed in the Freestanding ESL program. Keeping in mind that parents are fully briefed during the Parent Information session of the alternate choices available to them, all have ultimately chosen to have their children be placed in the Freestanding ESL program.
At the present time the program model offered at our school is aligned with parent requests. In the event that parent choice changes and the number of ELL increases to be able to support such requests, our ESL instructional program and model will be reassessed. The reassessment will be done through consultion with the LAP team, SFA volunteers, and our SLT.

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])?

Our program design is two-fold. We offer both a 'push-in' component, as well as a 'pull-out' component to our Freestanding ESL program. For the 'push-in' model, children are blocked by grade. The students are supported and receive service minutes within the class setting. The 'pull-out' portion of the program is designed to be ungraded and children are grouped heterogeneously. Students are grouped together for services with beginner, intermediate, and advanced designations working together. Thus, modeling language skills for one another.

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)?

We employ a full time ESL teacher, Susan Gallo, who holds permanent certification Teaching English to Speakers of Other Languages. Mrs. Gallo is here to provide service and ensure that each entitled child receives the mandated number of instructional minutes according to their proficiency level. Each ESL students receives the mandated number of minutes as per CR154 and based on their LAB-R determination. Our ESL instructional minutes are explicitly delivered through our push-in/pull-out model. Small group and one-to-one work is provided to support children in their second language acquisition. Every child also recieves ELA support during their literacy block to fulfill the ELA instruction requirement of 180 mins per week for any child receiving advanced ELL designation.

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

benefit from additional support.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Considering the fact that our school employs the Freestanding ESL model for instruction, the only native language evaluation given is the Spanish LAB-R when a native Spanish speaking child does not pass the English version of this assessment tool. In the event that programming choices changes at the school level to include Dual Language or Transitional Bilingual program, then evlauation of native language would change as well.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The Common Core Learning Standards for English Language Arts is inclusive of standards addressing reading, writing, speaking, and listening. All of our units of study and coordingating assessments are fully aligned to the Common Core Learning Standards adopted by New York State. This fact ensure that all students are appropriately evaluated in all four modalities.
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).

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

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?
   Instructional strategies that teachers implement for our Ells include physical prompting, varied presentation of materials, re-teach concepts, one-to-one directions, modified materials, etc. Grade-level materials include leveled libraries, visual aides, as well as manipulatives made available across content areas. All services and supports provided are required to strictly adhere to the child's IEP accommodations.
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?
   ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. All curricular and instructional modifications are designed and implemented based on the individual needs of each student. These students are afforded flexible scheduling in order to accomondate all necessary services; ie: occupational therapy, speech, physical therapy, etc. All services and supports provided are required to strictly adhere to the child's IEP accommodations. Currently we do not have ELL-SWD children whos IEP mandate bilingual instruction. In the event this situation occurs, appropriate placement will be sought and implemented.

Courses Taught in Languages Other than English

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	

50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Data analysis is showing solid proof that our current methods, programs, and protocols are effective in meeting the needs of our ELL students in both content and language development. For example, our formal literacy assessment is conducted three times per year and the results are carefully examined. Historically, all of our ELL students have shown significant growth in their ability to read, write, speak and listen. The LAP team periodically reviews and self-assesses our programs and instructional practices for our ELL population. We add revisions to our programing as we deem necessary. Although self-evaluation of our programs has proven successful, this team continues to regularly assess the effectiveness of all aspects of school-life and the way it is affecting our ELLs (curriculum, assessment tools, etc).

11. What new programs or improvements will be considered for the upcoming school year?
    The LAP team has reviewed several new supplemental programs this school year to assist our children with meeting the new requirements for the Common Core. We have purchased PebbleGo which is an online ebook database designed to aid students of all literacy skill levels to access the curriculum. We are also considering Reading A-Z as an additional supplement as well. After implementation of these programs, we will contiually monitor their effectness and make revisions to our programing as we deem necessary with regard to curriculum, assessment tools, etc.
12. What programs/services for ELLs will be discontinued and why?
    At this time we will not be discontinuing any of the programs or services that our ELLs currently receive.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All ELLs are afforded equal access to all school programs. Partnerships have included Lincoln Center Institute and Together in Dance. We currently offer an after school program entitled “Wingspan Arts”. All of the aforementioned programs are available to all students. Every child in the school, including ELLs, have the opportunity to actively participate in all programs offered.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    In order to provide support services to our ELLs, all children are included in small group instruction, focus groups and guided reading groups. Technology is infused by using language enrichment software as well as by introducing children to online resources available to aid with schoolwork. Leveled libraries, literacy/math centers, and modified materials are available to to enhance learning and target students' current academic abilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is delivered through bilingual staff members, SFA volunteers, and native language materials which include a growing native language library.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels?
    All required services and resources support and correspond to our ELLs' ages and grade levels. This is done by programs taking into consideration the process and developmental stages of second language acquisition; promoting a collaborative approach among teachers, administrators, and other personnel involved in the education of ELLs; and building on prior knowledge and experience of students to help in their development of age/grade appropriate language, vocabulary, and concepts.
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.
    We offer newly enrolled ELL students, and their parents, an orientation session before the start of school. This orientation

includes a building and classroom tour for both child and parent to familiarize them with the layout of the school in order to make an easier transition on the first few days of school.

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

Specific Professional Development training for all staff is desgned around the needs of our ELLs. The specific staff included in this type of professional development include teachers, educational assistants, psychologist, OT/PT, speech teacher, school aides, and secretary. At this time we do not have a parent coordinator or a guidance counselor. As per Jose P, the general education staff members who teach these children on a daily basis receive a total of 7.5 hours of training. All of the teachers currently on staff have been working for the NYCDOE for more than 8 years. These staff members have already acquired the hours needed to fulfill this mandate. Our special education teacher has also fulfilled the 10 hours of professional development in this area. However, in the event that new faculty joins our staff, we will be providing professional development training. This training is designed for new staff members to become familiar with ESL methodology and practices best suited for this special population. Staff will meet with the ESL coordinator to develop strategies to meet the needs of the ELL students. The administration, teachers, teaching assistants and support staff will participate in ongoing Staff Development sessions with issues related to the Common Core Learning Standards and strategies to increase student achievement. Meeting agendas will be maintained at the school. Since this is an ECC, our students will not be transitioning to a middle school, but rather, simply continuing in another neighborhood elementary school. As stated above, as per Jose P., all new staff will undergo 7.5 hours of ELL training which will consists of training to help staff develop practices suited for the ELL population of our school.

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?

Several parent involvement activities have been put in place in this school. Activities are all inclusive to the parent body, both ELL parents as well as non-ELL parents are welcomed. These programs provide many opportunities for parents to become an integral part of their child's education. Some of these activities include Curriculum Night, ESL Parent Orientation, Art Buddies, Reading/Math Buddies, Literacy/Science Fair, 'On Stage with Mrs. Leto', etc. Translated versions of all materials are made available at every parents request. All materials are automatically translated into parent's native languages if theyrequested written communication be provided in an alternate language on the HLIS form completed at registration.

All aformentioned programs have been designed to foster a very strong Home/School connection. Workshops and services for ELL parents are provided by the ESL Coordinator, teaching staff, PTA, community organizations, or school administration. Our school has a partnership with the CBO - Wingspan Arts to provide workshops and services to ELL parents as the need arises. In order to determine the needs, specifics for these workshops and services are determined by a needs assessment conducted by the PTA at the beginning of the school year. All workshops and extras are designed based on the issues specified by the parents that they feel should be addressed. Activities are, in turn, designed to address such issues and/or needs. At this time there is no parent coordinator on staff at our school.

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.

Part VI: LAP Assurances

School Name: Academy for Excellence through			School DBN: 28Q303
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Leto	Principal		10/11/13
Susan Gallo	Assistant Principal		10/11/13
n/a	Parent Coordinator		
Susan Gallo	ESL Teacher		10/11/13
Boaz Adler	Parent		10/11/13
Laura Ugbomah	Teacher/Subject Area		10/11/13
Jodi Rubin	Teacher/Subject Area		10/11/13
n/a	Coach		
n/a	Coach		
n/a	Guidance Counselor		
n/a	Network Leader		
Chanah Cohen	Other Related Service Prov		10/11/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 406

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our school's written translation and oral interpretation needs. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time regardless of age or grade. In the event we find that a translator is needed at this initial interview, either a staff member who speaks the parent's language is brought to the main office or the NYCDOE Translation Unit is contacted. All parent interviews are conducted by Mrs. Gallo, ESL Coordinator.
In addition to the initial oral interview that is conducted at the time of registration, written and oral translation needs are assessed by examining Part 3 of the HLIS - "In what language would you like to receive written information from the school?". The response that parents make for this part of the form gives us the best indication as to the services that will be put in place for each family throughout the school year.

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

The major findings of our school's written and oral interpretation needs are determined after careful examination of all HLIS forms, with particular attention given to the preferred language of communication each parent has requested on Part 3. Our findings indicate that all families have chosen English is the language of choice for both written and oral communication from the school.
Each year these findings are discussed and reported to the school ommunity through the School Leadership Team and the Parent Teacher Association.

Part B: Strategies and Activities

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

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

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

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

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

As stated in Chancellor Regulation A-663, all schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. These documents have been downloaded and printed from the http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsiblities.htm link on the DOE website. Our school has posted the Parent Bill of Rights on the PTA bulletin board which is prominantly located outside of the main office near the security desk. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
Currently we do not have 10% of the children/parents speaking a language other than English or the nine covered languages so additional signage is not necessary at this time. However, if the need does arrive, the ESL Coordinator will make the proper arrangements for additional signage in the designated language or languages.