



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: GOLDIE MAPLE ACADEMY
DBN (i.e. 01M001): 27Q333
Principal: ANGELA LOGAN
Principal Email: ALOGANSMITH@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOSEPH BLAIZE

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
Angela Logan	*Principal or Designee	
Faith Mack	*UFT Chapter Leader or Designee	
Jayson Farris	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Deonne Rose	Member/ Teacher	
Christina Mastroserio	Member/ Teacher	
Koochane McDaniel	Member/ Parent	
Kretika Hamilton	Member/ Parent	
Melissa Compson	Member/ Assistant Principal	
Charles Watson	Member/ Parent	
Steffanie Johnson	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 35% of the students will score at a level 3 or 4 in Mathematics, increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.

Comprehensive Needs Assessment

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

- Based on the Goldie Maple Academy 2012-2013 Progress Report, 18.9% of the students scored at levels 3 or 4 on mathematics standardized tests.
- ***Based on the Goldie Maple Academy Quality Review, there is need for increase of rigor of Mathematics instruction. The increased use of differentiation as a strategy to progress students to the next level on Mathematics standardized tests is needed.***

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) Activity #1 – Curriculum Based

a. Curriculum Based

- Go Math (grades K-8) will be used to implement the Math curriculum. Go Math provides scaffold lessons and differentiated options for all functional levels. Go Math also provides periodic and formative assessments to administer multiple times throughout the school year.
- Integrated Algebra and the Barron Regents books will be used for all algebra regent students.
- Common Core aligned test preparation books are used within each math class (3-8) as a tool to effectively address multiple levels and skill strengths.

b) Activity #2 – Professional Development

a. Professional Development

- Math Instructors will attend professional development workshops: Math Common Core Learning Standards, Writing Learning Objectives using the Common Core Learning Standards, Data Records and Analysis, Common Core Learning Standards timeline for implementation, Cognitive Rigor in the Classroom
- Math Consultant will observe math classes and provides ongoing differentiated feedback to the teachers and administrators, including low inference observations and next steps.
- Align the curriculum to the Common Core Learning Standards
- Use the 22 Focused Competencies from Danielson's Framework to develop and implement all lesson plans.
- Development of Common Core Aligned Rubrics, Checklists and Assessments.
- Develop performance based math tasks that are aligned with the CCLS.
- Teams of teachers within the school and administrators meet weekly to discuss, develop, and review academic assessments and to evaluate the effectiveness of the strategies and activities used in classroom instruction.
- Teacher teams will use student data to drive and modify instruction in order to increase student learning.
- Teacher teams will use student data to analyze and target groups of students and individual students.
- Horizontal grade level teams as well as vertical department teams will meet regularly to look at student work, analyze data, and develop CCLS aligned lessons.

c) Activity #3 – After School Programs/Push-In and Pull-Out Differentiated Groups

a. After School Programs/ Push-In and Pull-Out Differentiated Groups

- After school tutoring is targeted for students to progress from Level 1 to Level 2 (pending funding).
- After school tutoring is targeted for students to progress from Level 2 to Level 3 (pending funding).
- After school tutoring is targeted for students to progress from Level 3 to Level 4 (pending funding).
- Homework helpers to assist students to complete daily assignments.
- Teachers targeting differentiated groups during the school day to tutor in Math for students to progress from a Level 2 to Level 3.

vi. Teachers targeting differentiated groups during the school day to tutor in Math for students to progress from a Level 3 to Level 4.

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

1. Principal, Assistant Principal, IEP Teacher
2. Network Consultant

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

1. All students including students with disabilities
2. Mathematics teachers

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

1. Math Instructors are provided with multiple professional development opportunities and consultant support between September 2013 and June 2014. Professional development opportunities continue throughout the school year. Teacher teams meet weekly between September 2013 and June 2014. Go Math will be implemented consistently throughout the school year and differentiated activities will be chosen for each instructional period to support all students' functional needs. The Common Core Mathematics Coach books will be used to target skill groups within the classroom throughout the school year as well.

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

1. Go Math (grades K-8) will be used to implement the Math curriculum

Strategies to Increase Parental Involvement

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

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

All grades are posted online (Engrade). Parents can register in order to track their child's academic progress and message teachers.

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
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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, 35% of the students will score at a level 3 or 4 in ELA, increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.

Comprehensive Needs Assessment

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

- Based on the Goldie Maple Academy 2012-2013 Progress Report, 18.9% of the students scored at levels 3 or 4 on ELA standardized tests.
- Based on the Goldie Maple Academy Quality Review, there is need for increase of rigor of ELA instruction. The increased use of differentiation as a strategy to progress students to the next level on ELA standardized tests.

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.

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

a) Activity #1 – Curriculum Based

a. Curriculum:

- i. The Core Knowledge Reading Program (grades K-3) will be used to implement the ELA curriculum. This program provides scaffolded lessons and differentiated options for all functional levels. The focus of this program includes decoding, reading skills, writing skills, listening, and comprehension.
- ii. The Core Knowledge Language Arts Curriculum and Sequence (grades 4-8) will be used to implement the ELA curriculum. This program teaches literacy and comprehension through an interdisciplinary approach, linking the texts to Social Studies, Science, and Math.
- iii. Common Core aligned test preparation books are used within each ELA class (3-8) as a tool to effectively address multiple levels and skill strengths.
- iv. Teacher teams will use student data to drive and modify instruction in order to increase student learning.
- v. Teacher teams will use student data to analyze and target groups of students and individual students.

b) Activity #2 – Professional Development

a. Professional Development:

- i. ELA Instructors will attend professional development workshops: based on the 22 competencies from Danielson's Framework.
- ii. Align the curriculum to the Common Core Learning Standards
- iii. Use the Common Core Learning Standards to develop and implement all lesson plans.
- iv. Develop Common Core Aligned Rubrics, Checklists and Assessments.
- v. Develop performance based ELA tasks that are aligned with the CCLS
- vi. Teams of teachers within the school and administrators meet weekly to discuss, develop, and review academic assessments and to evaluate the effectiveness of the strategies and activities used in classroom instruction.
- vii. Mentoring of new teachers
- viii. Horizontal grade level teams as well as vertical department teams will meet regularly to look at student work, analyze data, and develop CCLS aligned lessons.

c) Activity #3 – Pull Out/Push In Program

a. After school Programs

- i. Teachers targeting differentiated groups during the school day to tutor in ELA for students to progress from a Level 2 to Level 3.
- ii. Teachers targeting differentiated groups during the school day to tutor in ELA for students to progress from a Level 3 to Level 4.

d) Activity #4 – After School Programs

a. After school Programs

- i. After school tutoring is targeted for students to progress from Level 2 to Level 3.
- ii. After school tutoring is targeted for students to progress from Level 3 to Level 4.
- iii. Homework helpers to assist students to complete their daily assignments,

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

1. Principal, Assistant Principal, IEP teacher
2. Principal, Assistant Principal, IEP teacher
3. Principal, Assistant Principal, IEP teacher
4. Network Consultant

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

4. All students including students with disabilities
5. ELA instructors
6. Level 2 and 3 students

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

1. September 2013-June2014

- Evaluate the effectiveness of the strategies and activities used in classroom instruction.
- Implementation Timeline:** ELA Instructors are provided with multiple professional development opportunities between September 2012 and June 2013. Professional development opportunities continue throughout the school year. Teacher teams meet weekly between September 2012 and June 2013. Core Knowledge will be implemented consistently throughout the school year and differentiated activities will be developed to support all students' functional needs. The Common Core ELA Coach books will be used to target skill groups within the classroom throughout the school year as well.

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

1. Common Core and Core Knowledge

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).

Strategies to increase parental involvement

- The Parent Coordinator will plan at least two workshops per month for parents. These workshops will focus on working with their children to improve their academic success.
- The School Administrators will plan one workshop per month that will precede the monthly PTA meeting. These parent workshops will focus on: Using school provided tools to assist their children with homework, Understanding what their student will need to know in the school's Core Knowledge Curriculum, Understanding the timeline, format and content of the NYS Assessments, Utilizing resources to provide their child with extra help for academic areas in need of improvement.
- Each event at the school will have a sign in sheet which will ask parents to provide their contact information. One parent from the PTA is designated to call all of the parents from the library, and one parent is designated to email all of the parents from the library, to increase the parent involvement for future events.

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
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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.

By June 2014, Students with Disabilities (SWDs) will demonstrate progress towards achieving state standards as measured by 12% increase in the number of students scoring levels 2-4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

Based on the Goldie Maple Academy School Report 2012-2013, an analysis of student performance data revealed a slight decrease in student performance last year on the NYS ELA Assessment in contrast to the previous three years' steady increase. This decrease was reflected by all student groups including SWDs who have underperformed the other groups over the past four years. As a result, an increase in academic performance of SWDs is a priority for this school year as they are the group with the greatest needs.

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.

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

1) Activity #1 - Professional development

1.1. PD will be given on the following topics:

- i. Use of the Common Core Learning Standards and Danielson's Framework to develop and implement all lesson plans.
- ii. Use of rubrics with the language of the Common Core Learning standards to provide specific feedback to students regarding their work;
- iii. Use of student data to plan and set goals;
- iv. Use of student data to inform differentiated lesson planning.

2) Activity #2 – Curriculum

2.1. Curriculum-based

- i. The Core Knowledge Language Arts Curriculum and Sequence (grades 4-8) will be used to implement the ELA curriculum. This program teaches literacy and comprehension through an interdisciplinary approach, linking the texts to Social Studies, Science, and Math.
- ii. Common Core aligned test preparation books will be used with SWDs as a tool to effectively address multiple levels and skill strengths.
- iii. Teacher teams will use student data to analyze and target different modalities of individual students and create functional groupings.
- iv. Teachers will create instructional activities using technology (ex. Smart board, computer programs) and manipulative to enhance learning of SWDs.
- v. Teachers will work with SWDs individually (ex. Pull-out/ After-school tutoring - one to one,) targeting specific short-term learning outcomes.

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

- 1. Assistant Principal for SWDs, IEP teacher, Staff developers (internal and external)
- 2. Assistant Principal, IEP teacher and teachers servicing SWDs and at-risk-students
- 3. Network Consultant on Student with Disabilities

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

- 1. Teachers servicing SWDs
- 2. All SWDs and at-risk students who are not making acceptable gains.

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

- 5. September 2013 through May 2014

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

Steps for Including teachers in the decision-making process

- Special Education teachers, IEP teacher as well as General Education teachers servicing SWDs, will meet in grade level and cross functional teams to review student data gathered from periodic assessments/student work.
- IEP teacher will meet with all General Education teachers servicing SWDs and sensitize them to the requirements of students' IEPs.
- Interim benchmarks will be used to measure effectiveness of the strategy/activity to see whether additional support is needed

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).

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

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.

By June 2014 Parent Coordinator will work towards increasing parent involvement by 2% as measured by the evidence of parent survey and attendance at parent meetings and workshops.

Comprehensive Needs Assessment

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

Based on the Goldie Maple Academy School Report 2012-2013, an analysis of parent involvement data revealed a slight decrease in parent involvement at workshops and meetings. The inconsistency in parent involvement varied depending on the time and topic of the meeting and or workshop. As a result, an increase in parent involvement for the 2013-2014 school year as they are a needed group within our school community.

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

Instructional strategies/activities

Parental Workshops and Information Meetings

Activity #1: Professional Development

1.1 PD will be given on the following topics:

- i. Use of Parent Workshops: Thanksgiving Feast, Coffee Club, Mother's Day Dinner, Father's Day Breakfast, Bullying, Household Safety, and Parenting
- ii. Use of parent volunteers
- iii. Use of Parent teacher conferences and progress reports
- iv. Use of PTA monthly general membership
- v. Use of End of school celebration
- vi. Use of Meet the teacher
- vii. Use of Open house
- viii. Use of Pre-K and K orientations
- ix. Use of New parent orientations
- x. Use of 4 evening celebrations per year for all families.

Activity #2: Community Outreach

2.1 Donations:

- i. collections and distributions of food and clothing items
- ii. local businesses provide fire safety workshops, pre-teen information via assemblies
- iii. Job and Career Fair

1.

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

1. Parent Coordinator, Administration, Teachers, PTA, and SLT members

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

1. Parents and families

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

1. September 2013 through August 2014

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

Steps for Including parents in the decision-making process

- Discuss strategies and activities at SLT meetings with parent members
- PTA - discuss and distribute information
- Parent workshops - ideas for future improvement and future workshops

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).

Strategies to increase parental involvement

- Communicate to parents via phone, email, letter home, conferences
- Parent workshops
- Parent meetings
- Community outreach programs

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Differentiated groupings, Use of leveled books and repeated readings, as well as Core Knowledge curriculum materials to fill in knowledge gaps	Small Group and tutoring	During the School Day
Mathematics	Use of reteach Go Math resources as well as manipulatives	Small group and tutoring	During the School Day
Science	Differentiated groupings, repeated readings, Core Knowledge curriculum materials to fill in knowledge gaps	Small group and tutoring	During the School Day
Social Studies	Differentiated groupings, repeated readings, Core Knowledge curriculum materials to fill in knowledge gaps	Small group	During the School Day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Two school guidance counselors provide at risk counseling on a regular basis, students are chosen based upon recommendations from our Crisis Intervention Team and parent concern.	Small group and one-to-one	During the School Day

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

A. 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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Staff licenses will be reviewed against current schedule to determine teachers in need of training. Those staff members that are not found to be highly qualified will be given a monthly calendar of professional development opportunities that will strengthen their teaching practice. Administration will meet with those individuals when needed to review professional binders to ensure teachers are attending training sessions while stating the new knowledge they obtained from each session.

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).
All staff will participant in ongoing professional development on the new standards. Specific teachers will attend out of building sessions with the understanding they will turnkey to the school community at large. Constant administrative support will be provided during grade meetings, one too be sessions and faculty conferences. Network staff will be used to discuss, observe and provide feedback to teachers on their level of implementation of the standards in their specific classrooms.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds provided to the school will be used to improve teaching practices.

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.).
Parents participate in quarterly meeting with the prekindergarten social worker to discuss milestones for learning , behavior management techniques and social growth. Progress reports are provided every five weeks that will update parents about their child's overall progress in prekindergarten. Common meeting times are embedded into the weekly schedule for prekindergarten teacher and kindergarten teachers. During these session teacher revise curriculum, aligned standards to instruction and create student centered activities for learning. As the school year comes to a close, prekindergarten and kindergarten teacher meet to review students' records to determine appropriate groupings for kindergarten and discuss supports that need to be in place for specific learners.

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.
X Teachers will meet during the common planning times to discuss the assessments available for their grade. The final selection will be submitted to administration for approval. The Principal will ensure staff receive training for the selected assessment tool. Follow –up session will be conducted throughout the year.

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 27	Borough Queens	School Number 333
School Name Goldie Maple Academy		

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 Angela Logan	Assistant Principal Melissa Compson
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Maurine Abernethy
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sharmila Coleman
Related Service Provider Christine Lawrence	Other type here
Network Leader(Only if working with the LAP team) Joseph Blaize	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional:										

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
SELECT ONE														0
SELECT ONE														0

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
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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here: At Goldie Maple Academy, we use the Core Knowledge Curriculum Benchmark to assess all students. We are also using the NYC Performance Assessments to benchmark the students across all grade levels. However, we do not have any ELL students this year.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here: N/A
- 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](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 Paste response to questions here: We do not currently have any ELL students.
- 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](#).)
Paste response to question here: We do not currently have any ELL students.
- How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: We do not currently have any ELL students.
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
 Paste response to questions here: N/A
- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here: We do not currently have any ELL students.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here: Goldie Maple Academy will identify ELL students using the following steps. First when the students register, they will be given the home Language Survey in the main office. This survey will be reviewed by Personnel to determine who is eligible to receive Lab-R testing. Next, Ms. Rose, the foreign Language teacher, will administer the Lab-R to any student who has a home language other than English. The cut scores will determine eligibility for testing in Spanish and ESL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here: To ensure the parents understand the three program choices, a parent orientation will be provided to all eligible students where the parent video is shown and the various options are explained by both administration, the foreign language teacher, and the parent coordinator. During the parent orientation, parents are given the parents survey and the selection forms. Parents can select the program of their choice.
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 [\[see tool kit\]](#).)
Paste response to question here: Goldie Maple Academy asks that all parents pick up the letters in person at Meet the Teacher Night or Parent/Teacher Conference Night. The parents sign for these forms. The parents are then asked to bring back an online confirmation of their submission of these forms. The students are then rewarded for these forms being turned in and signed/confirmed by the parents.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here: The Spanish foreign language teacher in the building will be utilized whenever possible for consultation and communication with parents. Every effort is made to provide parents with information in alignment with program choices in which case the majority has selected ESL in the past. However, this year we have no ELL students.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: In the case that we have had an ELL student, they are pulled out for administration of the NYSESLAT. They are administered the test in alignment with the test directions and due dates. The administrator of the tests has been the testing coordinator or the foreign language teacher. However, we do not currently have any ELL students to test.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here: After reviewing the forms for the past few years, the majority have selected ESL.. Our programs align with this choice.

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])?

Paste response to questions here: We do not currently have any ELL students in our school. However, in the past, students have received instruction in the classroom with push in services and differentiated instruction. Block scheduling, heterogenous grouping, and skill grouping also ensured that the student recieved appropriate instruction.

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)?

Paste response to questions here: We do not currently have any ELL students in our school.

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.

Paste response to question here: We do not currently have any ELL students in our school.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here: We do not currently have any ELL students in our school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: We do not currently have any ELL students in our school.

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).

Paste response to questions here: We do not currently have any ELL students in our school. However in the past, we differentiate instruction by looking at the data, defining our current reality, and doing a needs assessment for this subgroup. In the classroom, the teachers differentiate based on data and benchmark assessments.

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?

Paste response to question here: We do not currently have any ELL students in our school. However, in the past we have used materials that target multiple learning styles of the students and also focused on vocabulary development.

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?

Paste response to question here: We do not currently have any ELL students in our school. However, in the past we have maintained a push in model of instruction. The focus has been on the services of the student, not the placement. Therefore, the providers have met the students in their class.

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:				

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

Math:				
Science:				

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

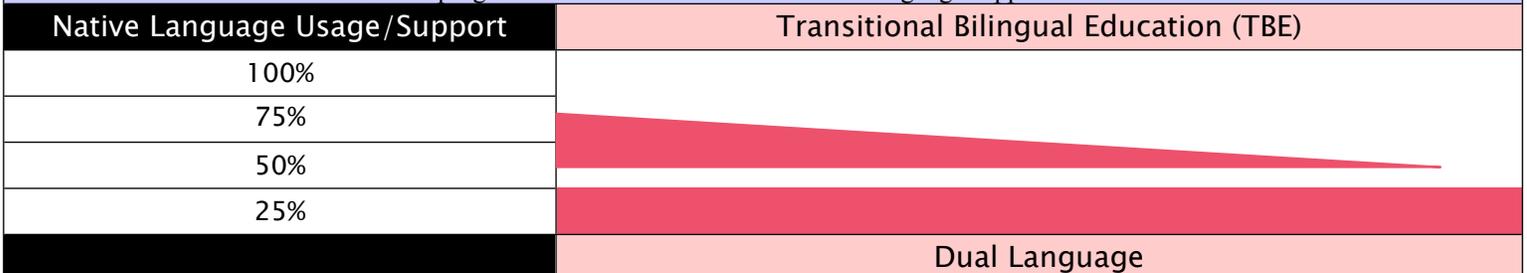
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
Paste response to question here: We do not currently have any ELL students in our school. However, in the past at Goldie Maple Academy, we have targeted intervention programs for ELLs in all subject areas. Intervention services include push in services, at risk pull out services, AIS, and after school tutoring classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: We do not currently have any ELL students in our school.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: We do not currently have any ELL students in our school. However, we are considering homework help for students who speak another language at home as well as students who need more support in completing their homework.
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We do not currently have any ELL students in our school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: We do not currently have any ELL students in our school. However, in the past, ELLs have been afforded equal access to all student programs by offering various programs that benefit different subgroups of students. After school programs such as ELA, math, history, and science tutoring, as well as test preparation strategies are offered to students based on the needs assessment from analyzed data.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here: We do not currently have any ELL students in our school. However, teachers and school personnel have access to technology such as smartboards and computers that can enhance learning for ELL students. Students also use manipulatives, teacher made instructional materials, listening and recording devices, and consumable materials that will aid in student learning and achievement.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here: We do not currently have any ELL students in our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here: We do not currently have any ELL students in our school.
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.
Paste response to question here: We do not currently have any ELL students in our school. However, we have after school programs that help students who come from another school to learn about the parts of the curriculum that they have missed from previous years or from the earlier part of the same year. Students are also given the opportunity to be involved in extra curricular activities such as Champs and Instrumental Music that help them to become involved in the school community and also give these students a chance to develop relationships.
18. What language electives are offered to ELLs?

Paste response to question here: Spanish is offered to all students at Goldie Maple Academy.

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

Paste response to questions here:

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: We do not currently have any ELL students in our school. However, when we have had ELL students in the school, professional development is offered to ELL personnel. For example, teachers are offered technology PD, data analysis training, differentiation training in all subject areas, benchmark training, CCLS training, classroom visitations, subject area PD, push in content support, and there is also a mentoring program for teachers who need to further develop strategies to teach ELL students. There is a seamless transition from elementary school to middle school. Students in middle school are offered the Spanish foreign language elective in 6–8th grade.

D. Parental Involvement

- Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Paste response to questions here: Goldie Maple Academy has parnet involvement that includes parents of ELLs. The PTA is actively involved in the school and funds activities for the school throughout the year. Our foreign language teacher, along with the PTA ensures that translation is offered for all activities and school notices. The school partners with agencis and community based organizations to provide workshops on curriculum, test taking strategies and homework clubs for their children.

E. Additional Information

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

Paste response to question here:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Logan	Principal		1/1/01
Melissa Compson	Assistant Principal		1/1/01
Sharmila Coleman	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maurine Abernethy	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Christine Lawrence	Other <u>Related Service Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q333 School Name: Goldie Maple Academy

Cluster: cfn Network: 531

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

Part A: Needs Assessment Findings

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

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

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

The school has approximately twenty parents that require translation and interpretation services. For these non-English speaking parents, Spanish is the predominant language spoken. Of this number the majority are fluent in both Spanish and English. The SLT reported findings to administration, pedagogic staff and the PTA.

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.

The SLT committee decided the documents that will be translated during the year; for example, progress reports, report cards, school calendars for each month, units of study for each grade, and parent memos. This information will be conveyed to parents during the Meet the Teacher Night, which occurs during the first month of school. It will be further discussed at all parent activities and disseminated to parents in their native language. The findings will also be shared with pedagogic staff for the affected families to enable them to make arrangements for translation services prior to meetings.

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.

For parents who require oral interpretation services for meetings and parent-teacher conferences, a member of the pedagogic staff or student support personnell will be made available. This information will be conveyed to parents during the Meet the Teacher Night, which occurs during the first month of school. It will be further discussed at all parent activities and disseminated to parents in their native language. The findings will also be shared with pedagogic staff for the affected families to enable them to make arrangements for interpretation services prior to meetings and/or for telephone conferencees..

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

The school will post signs at the entrance to the building and on the PTA's bulletin board indicating the availability of translation and interpretation services. The PTA will also be asked to remind parents of the availability of these services regularly at meetings.