



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS/MS 498 THE VAN NEST ACADEMY FOR ENVIRONMENTAL  
HEALTH SCIENCES AND TECHNOLOGY

**DBN (i.e. 01M001):** 11X498

**Principal:** CAROL ANN GILLIGAN

**Principal Email:** CGILLIG2@SCHOOLS.NYC.GOV

**Superintendent:** MS. ELIZABETH A. WHITE

**Network Leader:** BEN SOCCODATO

**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
Carol Ann Gilligan	*Principal or Designee	
Guarinelly Hernandez	*UFT Chapter Leader or Designee	
Jessica Rivas	*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	
Monica Doyley	Member/ Parent	
Erika Sevall	Member/ Parent	
Jessica Agosto	Member/ Parent	
Kendell Jackson	Member/ Parent /Chairperson	
Lila Kawas	Member/ Teacher	
Gina Schiavone	Member/ Teacher	
Laura Pagano	Member/ Teacher	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 students in grades 4, 6, 7 and 8 will demonstrate progress towards achieving state standards as measured by a 5% increase in the % proficiency (students scoring level 3 or 4) on the New York State Mathematics exam**

### 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 our 2012-13 progress report metrics from our 3<sup>rd</sup>-8<sup>th</sup> grade classes' performance on the 2013 NYS Math exam, our students showed tremendous growth as compared to peers and we maintained a median adjusted Growth percentile of 63%. However, our student proficiency decreased (comparable to the city) from 60% proficient in 2012 to 28.9% proficient in 2013. While our school received an A on our Progress Report, largely due to the growth our students exhibited in math relative to peers, our student performance requires improvement. Therefore, for the current school year, we have made it a priority for our 4<sup>th</sup>-8<sup>th</sup> grade students to increase in % proficiency and find a minimum 5% increase attainable.

### 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

##### Activity #1

- Professional Development: PD will be provided on- or off-site on the following topics: New Math Core Curriculum: CMP3 for MS math and our continuing program in K-4 Math Pearson Envision; Baseline and interim assessments to monitor and revise curriculum and instruction; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set individual and group goals based on meeting of daily learning targets; the 4 domains of Danielson's Framework for Improving Teacher Effectiveness and the new Advance rating system for Teachers; examination of data and use of item analyses to inform differentiated lesson planning; strategies for improving reading fluency, comprehension and process writing in math; RTI to screen for, target and provide interventions for specific general education students requiring additional support in Math; math coaching from consultants in problem solving methods and use of manipulatives to build conceptual understanding.
- Target Populations: all administration, teachers (classroom and cluster) and paras and all students K-4<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup> as our school must devote the same attention to improving instruction in the early childhood grades as the school expands to full K-8 span.
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: August, 2013- June 2014

##### Activity #2

- Engage in Inquiry and Examination of Student work in Teacher Teams: Use of Sather and Dufour's works to guide the school on how to build effective professional learning teams. Outside consultants assist in establishing the cultural norms required for honest, trusting collaboration among teachers in grade level teams, whose purpose is to engage in continuous examination of student work; self-reflection of teaching practices; sharing of new strategies to implement; revision of curriculum units; investigation and analysis of data to gauge efficacy of team's efforts on student achievement.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014 on a weekly basis in 5-6 week cycles, culminating in periodic PLT Expos

### **Activity #3**

- Create, Implement and Revise Rigorous CCLS-aligned Curriculum units in Math with connections to the other content area units: Emphasizing the need for reading informational text and evidentiary writing across the content areas, math teachers in K-8 will unpack and revise existing core curricula to ensure students reach teacher-created daily learning targets. Attainment of learning targets will be self-assessed by students and by teachers based on a variety of sources: student-student discussion, student writing, student-teacher discussion, exit slips, homework, quizzes/tests and performance tasks
- Target Populations: All teachers (classroom and cluster) and paras
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014 on a weekly basis

### **Activity #4**

- Implementing cycles of teacher observation and feedback: Administrators and teachers schedule monthly cycles of informal/formal observations and peer intervisitations using the Danielson Framework to encourage self-reflection and provide focused feedback for next steps in improving teacher efficacy.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014, monthly opportunity to observe and be observed by peers, resulting in low-inference feedback from colleagues. Informal and formal observation feedback in writing provided by Administration.

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

1. Refer to Section A above

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

The efficacy and impact of ongoing PD for staff, of engaging in collaborative inquiry-based professional learning teams, of collaborating with coaches, grade teams and administration to refine existing core curriculum lessons, and of participating and reflecting upon feedback from low-inference observations of teaching practice will be measured by increased student proficiency on

- daily quick checks in the K-4 Envision math program,
- daily self-assessments in CMP3 math,
- end of unit performance tasks
- Waterford Learning Math program for K-2,
- Successmaker Math program for 3-8
- Math Benchmark exams
- NYC performance tasks
- Scantron Performance series in Math
- NYS Math Exam

Additionally, the above activities' effectiveness can also be measured by the increasing evidence of highly effective teaching observed by Administrators while in classrooms.

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

1. Refer to Timelines provided for each Activity in Section A above

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

1. Refer to Section A above

### **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 school will host monthly curriculum days/nights (Family Math and Science) and Publishing Parties, a June Family Multicultural Night, Bi-Annual ETM Concerts, Family Movie Nights, Talent Show, Columbus Day Parade, Arts and Crafts Expos, Science Fair, Thanksgiving Dinner, Baking with the VNA Family and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- School Librarian will facilitate monthly Mommy, Daddy and Me Book Clubs for families to celebrate the joy of reading with one another and promote literacy for the entire family.
- Parent Coordinator, in conjunction with teachers, will host literacy and math workshops for parents, especially to apprise of new curricula and remind of our CCLS alignment and high expectations for students.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent/student handbook that is translated in all the dominant languages.
- The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- The school will update and advertise its school website to apprise parents of all events and instructional matters
- The school will provide opportunities for parents to help them understand the accountability systems (e.g. ARIS Parent link or School Net, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

### **Budget and Resource Alignment**

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

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

Project Boost money from our Cluster CEI-PEA was augmented by Sen. Jeff Klein this year to allow us to focus on providing rich cultural experiences for all of our students, instead of the select few within the middle school grades

### **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 students in grades 4, 6, 7 and 8 will demonstrate progress towards achieving state standards as measured by a 5% increase in the % proficiency (students scoring level 3 or 4) on the New York State ELA exam.***

#### **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 our 2012-13 progress report metrics from our 3<sup>rd</sup>-8<sup>th</sup> grade classes' performance on the 2013 NYS ELA exam, our students showed tremendous growth as compared to peers and we maintained a median adjusted Growth percentile of 63%. However, our student proficiency decreased (comparable to the city) from 45% proficient in 2012 to 24.2% proficient in 2013. While our school received an A on our Progress Report, largely due to the growth our students exhibited in ELA relative to peers, our student performance requires improvement. Therefore, for the current school year, we have made it a priority for our 4<sup>th</sup>-8<sup>th</sup> grade students to increase in % proficiency and find a minimum 5% increase attainable

#### **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**

###### **Activity #1**

- **Professional Development:** PD will be provided on- or off-site on the following topics: New ELA Core Curriculum: Ready Gen for K-4 and Code X for grades 6-8 ; Baseline and interim assessments to monitor and revise curriculum and instruction; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set individual and group goals based on meeting of daily learning targets; the 4

domains of Danielson's Framework for Improving Teacher Effectiveness and the new Advance rating system for Teachers; examination of data and use of item analyses to inform differentiated lesson planning; strategies for improving reading fluency, comprehension and evidentiary writing in all subjects; RTI to screen for, target and provide interventions for specific general education students requiring additional support in ELA; ELA coaching from consultants in student engagement, improving quality of student discussions and writing and strategies to improve reading comprehension.

- Target Populations: all administration, teachers (classroom and cluster) and paras and all students K-4th, 6<sup>th</sup>-8th as our school must devote the same attention to improving instruction in the early childhood grades as the school expands to full K-8 span.
- Responsible Staff Members for implementation: Principal and APs, external consultants and Network support staff, lead teachers
- Implementation Timeline: August, 2013- June 2014

### **Activity #2**

- Engage in Inquiry and Examination of Student work in Teacher Teams: Use of Sather and Dufour's works to guide the school on how to build effective professional learning teams. Outside consultants assist in establishing the cultural norms required for honest, trusting collaboration among teachers in grade level teams, whose purpose is to engage in continuous examination of student work; self-reflection of teaching practices; sharing of new strategies to implement; revision of curriculum units; investigation and analysis of data to gauge efficacy of team's efforts on student achievement.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members: Principal and APs, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014 on a weekly basis in 5-6 week cycles, culminating in periodic PLT Expos

### **Activity #3**

- Create, Implement and Revise Rigorous CCLS-aligned Curriculum units in ELA with connections to the other content area units: Emphasizing the need for reading informational text and evidentiary writing across the content areas, ELA teachers in K-8 will unpack and revise existing core curricula to ensure students reach teacher-created daily learning targets. Attainment of learning targets will be self-assessed by students and by teachers based on a variety of sources: student-student discussion, student writing, student-teacher discussion, exit slips, homework, quizzes/tests and performance tasks
- Target Populations: All teachers (classroom and cluster) and paras
- Responsible Staff Members for implementation: Principal and APs, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014 on a weekly basis

### **Activity #4**

- Implementing cycles of teacher observation and feedback: Administrators and teachers schedule monthly cycles of informal/formal observations and peer intervisitations using the Danielson Framework to encourage self-reflection and provide focused feedback for next steps in improving teacher efficacy.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members for implementation: Principal and APs, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2013-June 2014, monthly opportunity to observe and be observed by peers, resulting in low-inference feedback from colleagues. Informal and formal observation feedback in writing provided by Administration.

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

Refer to Section A above

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

The efficacy and impact of ongoing PD for staff, of engaging in collaborative inquiry-based professional learning teams, of collaborating with coaches, grade teams

and administration to refine existing core curriculum lessons, and of participating and reflecting upon feedback from low-inference observations of teaching practice will be measured by increased student proficiency on

- daily quick writes and reading fluency checks on a weekly basis,
- daily self-assessments in Ready Gen and Code X,
- end of unit performance tasks
- Waterford Learning Reading program for K-2,
- Successmaker ELA program for 3-8
- TC assessments
- NYC ELA performance tasks (MOSL)
- Scantron Performance series in ELA
- NYS ELA Exam

Additionally, the above activities' effectiveness can also be measured by the increasing evidence of highly effective teaching observed by Administrators while in classrooms.

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

Refer to Timelines provided for each Activity in Section A above

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

Refer to Section A above

***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 school will host monthly curriculum days/nights (Family Math and Science) and Publishing Parties, a June Family Multicultural Night, Bi-Annual ETM Concerts, Family Movie Nights, Talent Show, Columbus Day Parade, Arts and Crafts Expos, Science Fair, Thanksgiving Dinner, Baking with the VNA Family and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- School Librarian will facilitate monthly Mommy, Daddy and Me Book Clubs for families to celebrate the joy of reading with one another and promote literacy for the entire family.
- Parent Coordinator, in conjunction with teachers, will host literacy and math workshops for parents, especially to apprise of new curricula and remind of our CCLS alignment and high expectations for students.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent/student handbook that is translated in all the dominant languages.
- The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- The school will update and advertise its school website to apprise parents of all events and instructional matters
  - The school will provide opportunities for parents to help them understand the accountability systems (e.g. ARIS Parent link or School Net, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

Project Boost money from our Cluster CEI-PEA was augmented by Sen. Jeff Klein this year to allow us to focus on providing rich cultural experiences for all of our students, instead of the select few within the middle school grades

### 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, 100% of teaching staff will have engaged in continuous examination of student work and self-reflection on pedagogy on a weekly basis. This inquiry-based work will occur during structured Professional Learning Team (PLT) and Common Planning meetings in order to surface gaps, share best practices, and align curriculum, instruction and performance tasks to the Citywide Instructional Expectations, as measured by meeting minutes, action plans and cyclic PLT Expos.***

#### 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.

With the addition of a new 4<sup>th</sup> grade team and classes for the 2013-14 school year and 10 new teaching staff members, it was determined by administration and staff that, until our school is fully phased in as a K-8 institution, this goal should be a priority each year in order to indoctrinate all faculty into the established protocols and routines of creating and maintaining effective Professional Learning Teams.

Each existing PLT will need to communicate and reinforce our mission to create seamless instruction embedded in our CCLS-aligned curriculum units; to improve teacher effectiveness and, ultimately, to positively impact student learning.

Additionally, a common planning period per week has been mandated and programmed for each grade team to solely focus on planning rigorous units and performance tasks as a direct outgrowth of the data they collect from student work in their PLT meetings,

#### 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**

##### Activity #1

- **Professional Development:** PD will be provided on the following topics: Sather and Dufour's structure of Professional Learning Teams, Citywide Instructional Expectations, Surfacing the Gap activities, establishing a culture of literacy, data from student work analysis, norms for self-reflection and conducting PLT meetings, intervisitation with other schools to observe PLT successes. Administration and consultant coaches will assist teachers in the scoring and analysis of baseline writing assessments to inform needs assessments for the team investigations. Protocols/rules of engagements for teams will be jointly created, and administration will oversee the rotating roles of team members, PLT minutes recording and sharing, and the schedule of weekly meetings and cyclic Expos after 4-5 weeks of investigations to share findings with other teams.
- **Target Populations:** All teachers (classroom and cluster) and paras and administrators
- **Responsible Staff Members for implementation:** Principal and APs, external consultants and Network support staff, lead teachers
- **Implementation Timeline:** September 2013-June 2014 ongoing

##### Activity #2

- **Establish a PLT Leadership Committee:** Post a per session vacancy for lead members of each PLT who will meet with administration monthly in order to share interim measures and findings of each team during the course of the cycle of investigation. Additional PD for staff can be identified, based on the advocacy and representation of each lead team member for their colleagues. Administration can also make suggestions or refocus teams as needed.
- **Target Populations:** All teachers (classroom and cluster) and paras and administrators

- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff
- Implementation Timeline: September 2013-June 2014 held monthly

### Activity #3

- Establish Accountability and Follow up Measures: Administrators oversee weekly minutes emailed to all team members and administration, schedule periodic PLT Expos after the 4-5 week cycle of investigation. Administration also reinforces the updating of a school PLT Bulletin Board, wherein needs assessments of the student populations are posted for the cycle of investigation, as well as proposed strategies to effect change in student learning, artifacts and communicated results of efficacy of teams' efforts.
- Target Populations: All teachers (classroom and cluster) and paras and administrators
- Responsible Staff Members for implementation: Principal and APs, external consultants and Network support staff
- Implementation Timeline: September 2013-June 2014 minutes emailed weekly, bulletin boards updated weekly and Expos held every 4-5 weeks.

### Activity #4

- Establish weekly mandated grade level Common Planning meetings: Administration programs and oversees the common planning periods of each grade to ensure that the collaborative design of rigorous curricular units, of daily learning targets and of performance tasks across content areas is ongoing.
- Target Populations: All teachers (classroom and cluster) and paras and administrators
- Responsible Staff Members for implementation: Principal and APs, external consultants and Network support staff
- Implementation Timeline: September 2013-June 2014 weekly

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

Refer to Section A Above

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

Minutes and Action plans derived from weekly meetings will inform administration as to focus and investigations of PLT's. Classroom environments, daily lesson plans and lesson implementation in the classroom should reflect the team's joint efforts to effect change in student learning across all the content areas in a grade.

Observable across a grade will be:

- Shared graphic organizers
- Shared process charts
- Shared scaffolding strategies
- Shared use of technology and other resources
- Shared assessments

The impact of each of these activities will be increased student learning as measured by the formative and summative assessments listed in Goals 1 and 2, as well as similar assessments in Social Studies and Science (Teacher-created and program-made)

#### • **Timeline for implementation and completion including start and end dates**

Refer to Timelines in Section A above

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

Refer to Section A above

### **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 school will host monthly curriculum days/nights (Family Math and Science) and Publishing Parties, a June Family Multicultural Night, Bi-Annual ETM Concerts, Family Movie Nights, Talent Show, Columbus Day Parade, Arts and Crafts Expos, Science Fair, Thanksgiving Dinner, Baking with the VNA Family and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- School Librarian will facilitate monthly Mommy, Daddy and Me Book Clubs for families to celebrate the joy of reading with one another and promote literacy for the entire family.
- Parent Coordinator, in conjunction with teachers, will host literacy and math workshops for parents, especially to apprise of new curricula and remind of our CCLS alignment and high expectations for students.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent/student handbook that is translated in all the dominant languages.
- The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- The school will update and advertise its school website to apprise parents of all events and instructional matters

The school will provide opportunities for parents to help them understand the accountability systems (e.g. ARIS Parent link and School Net, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

**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	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	---	----------	-----------	-----------	-----------	---	--------

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

Project Boost money from our Cluster CEI-PEA was augmented by Sen. Jeff Klein this year to allow us to focus on providing rich cultural experiences for all of our students, instead of the select few within the middle school grades

**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.

- **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.

**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**

6.

- **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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Waterford Learning Early Intervention Reading Program (K-2 Computer adaptive)</li> <li>• Successmaker Reading Program (3-8<sup>th</sup> Computer adaptive)</li> <li>• Foundations and Ready Gen Phonics</li> <li>• Additional Guided Reading</li> <li>• Paired reading</li> <li>• Sound Reading Solutions Software as Tiers 1-3 interventions</li> <li>• Interactive writing and close reading</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Independent</li> <li>• Small group and One-to-one</li> <li>• Small group and one-to-one</li> <li>• One-to-one</li> <li>• Independent</li> <li>• Whole group, small</li> </ul>	<ul style="list-style-type: none"> <li>• During school and Extended day</li> <li>• During school</li> <li>• During school and Extended day</li> <li>• During school, Extended day and Saturdays</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Pearson Envision Math Program Reteaching lessons K-4</li> <li>• CMP3 Math Reteaching Skills lessons, grades 6-8</li> <li>• Waterford Learning Early Intervention Math Program</li> <li>• Successmaker Math Program</li> <li>• Math tutoring by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-to-one</li> <li>• Small group and one-to-one</li> <li>• Independent</li> <li>• Independent</li> <li>• Small group and one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During School and Extended day</li> <li>• Afterschool and Saturdays</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Waterford Learning Early Intervention Science Program</li> <li>• Afterschool Science Club</li> </ul>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school and Extended day</li> <li>• Afterschool</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Ready Gen K-4 ELA Close reading of non-fiction and Argumentative writing</li> <li>• MS World Cultures and American History integration within ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class and small group</li> <li>• Whole class and small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school</li> <li>• During School</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling provided by guidance counselors and social worker 1-2x/week	<ul style="list-style-type: none"> <li>• Small group and one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During school</li> </ul>



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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

Recruitment:

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Use of data in Teacher Finder and in Open Market system to recruit highly-qualified teachers to 18D interview process.
- Requirement of a writing sample and demo lesson of all applicants
- Utilization of a hiring team of current teaching staff and administrators to vet resumes, create questions and interview applicants in order to leverage a wide range of experience and knowledge in the selection process.

Retention:

- The Payroll secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Administration will provide support to assure satisfactory lesson planning and implementation of all teachers
- If teachers are not highly qualified, Title 1 monies will be utilized to supplement costs for coursework and professional development of such staff in order to become HQ.

Assignments:

- Teachers are assigned to positions which maximize their effectiveness with students, taking into account experience/qualifications, level of comfort, preference, past performance, programming needs and flexibility of programming due to certifications.

Support:

- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development (both onsite and offsite) and coursework in the license area, Literacy across the content areas, CIE and Danielson provided to teachers to improve teaching efficacy.
- Intervisitations among colleagues within the school and with other schools is encouraged and scheduled.
- Educational Consultants hired to provide ongoing in-classroom support in modeling, co-teaching and workshops on targeted areas of need.
- Math coaches work with MS and Elementary math teachers on a monthly basis
- Purchase of high quality curricular materials, as determined by joint administrator/teacher review and request

**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).

- Staff provided off-site and on-site professional development by educational consultants in ELA, Math, technology, SIOP, special education, strategies for struggling learners, collaborative team teaching, ESL support, Guidance and YD, lesson planning, improving student engagement, curriculum planning
- Principals and assistant principals attend regular PD through the network and the CSA to improve leadership, effective observation and feedback process, use of data to drive instruction, community building, and effective management of resources.

- Parent coordinator, guidance counselors and support staff are also provided on and off site PD through the district and network to improve parent and student relations, increase productivity and improve compliance with regulations.

**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.).

- Parent coordinator, school social worker, teachers and administrators, the Parent association and SLT work with local community boards, elected officials, to research state, local and federal initiatives and programs/grants that can be utilized for promoting the success of targeted students.
- Partnerships with local organizations such as the NY Botanical Gardens, the Bronx River Alliance and Urban Advantage provide math and literacy-based content instruction as part of the overall core instructional program.
- Reso-A funding provided by City Council and Bronx Borough President utilized for improving the use of technology in core instruction to reinforce research, data communication and inferencing.
- Project Boost Money provided by Sen. Klein utilized for incorporating Dancing Classrooms program for 8<sup>th</sup> graders, Trips to Science and Arts institutions and multicultural events to promote hands-on, experiential learning

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2013-June 2014 as indicated below:

- Supervisor per session (5 days per week)
- Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues, establishment of professional learning teams and data inquiry teams and for afterschool programs.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials and non-consumable software and hardware for use during core instruction, in-school AIS, extended day and Saturday programs.
- Technology purchases, hardware and software, designed to augment data collection, Academic interventions, curriculum design, communication, lesson implementation and ultimately improve student learning.
- CFN consultant hours utilized to purchase in house training and PD for all staff on a personalized basis
- CFN instructional coaches utilized to provide onsite and offsite support for teachers and to assist in building leadership from within
- Math Consultant Coaches for K-4 and 6-8 budgeted for 2 days/month provide 3 tiered coaching support to all math teachers
- Literacy consultant hours purchased for 20 full day workshops/in-classroom support for teachers and administration focused on school-wide goals of CCLS alignment, curriculum refinement, development of a culture of literacy, Professional Learning Teams and performance tasks
- Our Parent Coordinator and Guidance Counselors will make outreach to parents to gauge if additional monetary assistance is needed that can be funded by PTA, STH funds or GSF funds (i.e. food, clothing for uniforms and field trip opportunities). The goal is to level the playing field and to make sure students are not excluded from participation in all academic and non-academic school activities/ functions.
- We can provide additional time before and after school for STH's to complete HW in a secure environment
- Peer mentoring/buddy/big brother/ sister program will be essential for these students and will be provided by staff, peers and by leveraging our afterschool program resources.

**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.).

- June screening process to meet parents and students and provide holistic assessment of student developmental and

academic status prior to attending Kindergarten in the Fall

- Summer orientation for both parents and students to provide opportunity to become acclimated to staff, classroom and buildings and to orientate students and parents in vision, curricular expectations and procedures of school
- School implementation team and RTI team reviews assessments and any IEP's of incoming K's to strategically plan interventions, staffing and materials for students to meet individualized needs

**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.

- Teachers or administration bring possible assessments to grade/faculty conference, common planning or PLT meetings.
- Overview provided by either consultant, admin or teacher
- Determination made by teachers and administration dependent upon intent of assessment and for which purpose the data collected will fill. Validity of data is considered, reputation of usefulness from other schools and colleagues, facility of use – both in administration, scoring input and analysis of data.
- Multiple forms of assessment sought and implemented to provide a wide variety of data points encompassing multiple modes of learning.
- Peer PD provided by teachers/for teachers, consultants brought in to provide on-site PD and Administration provides ongoing support in proper implementation, scoring and use of data to drive instructional planning.

**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).

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**PS/MS 498X**  
**The Van Nest Academy for Environmental Health Sciences & Technology**

1640 Bronxdale Avenue

Bronx, NY 10462

Ph.(718) 409-3001 Fax (718)409-3002



Carol Ann Gilligan, Principal

Ann Reynolds, Assistant Principal

Megan Gundogdu, Assistant Principal

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**Title I Parent Involvement Policy and Parent-School Compact for PS/MS 498X**

Revised 12/2013

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 498X, [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. PS/MS 498X'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/Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 498X will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, science, social studies and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can successfully support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
6. providing opportunities for school staff, with the assistance of parents, to improve outreach, communication skills and cultural awareness in order to build stronger ties between parents and other members of our school community;

PS/MS 498X'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 and the School Leadership Team (SLT) 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 PS/MS 498X Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, PS/MS 498X 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/Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 Division of Family and Community Engagement (DFCE);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, 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. ARIS, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> 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 NCLB;
- 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.

**PS/MS 498X will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent/Teacher Association and Title I Parent Advisory Council;
- supporting or hosting DFCE District Family Day events;
- encouraging parent use of the lending library and providing informational materials for parents.
- hosting events to support parents/guardians and families in asserting leadership in education for their children.
- encouraging more parents to become school volunteers, assisting in supervised classroom activities and school events;
- providing periodic written and verbal progress reports to inform parents of their child’s academic growth;
- providing access to all MS parents and students to their teachers’ online grading system (Engrade)
- developing and distributing a monthly school calendar, email blasts and school website designed to keep parents informed about school activities; and
- providing regular written/verbal communication between teacher and the home in a format, and to the extent practicable, in the languages that parents can understand;
- providing parent workshops to provide assistance in accessing the VNA school website, DOE website and parent/student online resources

**Section II: School-Parent Compact**

PS/MS 498X, *[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. PS/MS 498X staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve the Common Core Learning Standards and Assessments.

**School Responsibilities:**

**Provide high quality curriculum and instruction consistent with Common Core Learning Standards (CCLS) 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 CCLS;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by 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 progress will be discussed;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for all parents to inform them of the school's Title I status, funded programs and their right to be involved;
- arranging additional meetings at other flexible times to collaborate on a plan of action for student performance improvement and providing (if necessary and funds are available) transportation 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 to parents of participating children in a format, and to the extent practicable, in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning monthly activities, school-wide or grade-wide, for parents during the school year (e.g. Open School Week, Family Math and Science Nights, Mommy, Daddy and Me Book Club, Family Multicultural Night, ETM Concerts, Family Movie Nights, Talent Show, Columbus Day Dance, Mommy and Me Tea, etc.);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents/guardians and families;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing parent workshops. Times will be scheduled so that the majority of parents can attend;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the NCLB Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time, as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school appropriately groomed and well rested, (set a schedule for bedtime based on the needs of my child and his/her age);
- ensure my child comes to school prepared with necessary supplies, materials, and dressed in the required uniform, etc.
- check and assist my child in completing homework tasks;
- read to/with 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, plays video games and uses the computer for non-educational purposes and monitor the content in my child’s participation in social media (e.g. Facebook, Twitter, texting, Instagram);
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies, whenever possible;
- take part in the school’s Parent/Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- share responsibility for the improved academic achievement of my child; and
- participate in Parent/Teacher Conferences at least twice yearly.

**Student Responsibilities:**

- attend school regularly and arrive on time;

- complete all homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- always show respect for myself, other people and all property;
- submit all written communication between parents and the school;
- resolve disagreements or conflicts peacefully, with adult assistance when needed;
- always do my best to learn and work hard towards achieving the goals set with teachers;
- come to school prepared with all necessary materials, supplies, etc.;
- wear all required uniform items on the appropriate day;
- accept responsibility for all actions and consequences.

This Parent Involvement Policy was updated in \_\_December, 2013 by the VNA School Leadership Team and will be updated once again in the Fall of 2014.

This document will be distributed to the school community in \_\_January, 2014\_ and will be available on file in the Parent Coordinator's office.

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

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

2. .

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>498</b>
School Name <b>PS/MS 498 The Van Nest Academy</b>		

### 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 <b>Carol Ann Gilligan</b>	Assistant Principal <b>Ann Reynolds &amp; Megan Gondogdu</b>
Coach	Coach
ESL Teacher <b>Guarinelly Hernandez</b>	Guidance Counselor <b>Jeannine Petraglia</b>
Teacher/Subject Area <b>Angela Lopez/ Math</b>	Parent <b>Jessica Rivas</b>
Teacher/Subject Area	Parent Coordinator <b>Vanessa Vallecillo</b>
Related Service Provider <b>Diana Yurek/ SETTS</b>	Other <b>Luciana Basile/ ESL Teacher</b>
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>514</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>4.09%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	2

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
Dual Language										0
ESL	11	0	1	8	0	5	2	0	1	21
Total	11	0	1	8	0	5	2	0	1	21

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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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	3	0	3	1	0		1	5	1					14
Chinese														0
Russian														0
Bengali	1			1			1							3
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other							2							2
<b>TOTAL</b>	4	0	3	2	0	0	6	5	1	0	0	0	0	21

## 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)			1				2							3

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						2	1						4
Advanced (A)	3	3	1			6	1							14
Total	4	3	2	0	0	6	5	1	0	0	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6				6
7	3				3
8	1				1
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	
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 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.

Here at The Van Nest Academy, the ESL teachers as well as the classroom teachers use TCRWP, Waterford Learning, and Success Maker at least three times a week, as tools to assess the early literacy skills of our ELLs. This data shows that our ELLs have made tremendous progress in the lower grades by advancing at least four levels in reading and at least two levels for our middle school ELLs. PS/MS 498 also incorporates listening centers into all of our ELA and ESL classrooms. ELLs have priority in the use of listening centers, which helps them to build their listening skills when used for listening activities with read along books instruction, and their reading ability when used in guided reading with books on tape and CD.

The success of the ESL program for ELLs at the Van Nest Academy is also evaluated using several methods of collecting qualitative and quantitative data. For instance, the ESL teachers meet on a weekly basis to assess how students are performing on the curriculum and the types of modifications needed to ensure that students can have success on the week's tasks. In addition, ELA and math Unit Tests data are assessed on a quarterly basis to ensure that students are meeting benchmarks, which will put them on the road to success on state exams. Those students who are not on target are placed into our mandated Academic Intervention Service after school program, Saturday Academy and math club. Also the ESL teachers give students practice NYSESLAT tests three times a year to monitor their progress in the four modalities. Furthermore, weekly quizzes, checklists, and exit slips are used to assess students' understanding of the week's lessons, with an emphasis on the language skills taught, such as grammar and vocabulary. Finally, the ESL teachers assist the former ELLs in their classes to monitor progress, support instruction and provide at least 90 minutes of Academic Intervention weekly.

The TCRWP is done for every student every three months. For our at risk students, including ELLs, this assessment is done at least once a month to monitor progress. TCRWP data as well as Waterford and Success Maker will provide reading levels as well as comprehension strategies used by the students. This data is then used to create a plan of action to help students improve in reading, fluency and comprehension skills. If the students are three levels below their grade, more time will be provided for students to go on Waterford Learning and Success Maker. Also, the TCRWP will be done at least once a month to monitor progress closely and develop an instructional plan.

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

What is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT is that despite the fact that the majority of ELLs at The Van Nest Academy have reading, writing, and vocabulary development as their areas of focus, Tuesday and Wednesday afternoons during extended day for 50 minutes and during Academic Intervention Services students work on their areas of focus according to assessment data. During these services, ELLs work on areas such as Listening (using listening centers, Making Meaning, Foundations, Waterford, Guided and Shared Reading, and Guided Writing following the Writing Process and the Six Traits of Writing plus grammar and vocabulary activities that follow the Ready Gen and Code X literacy programs.

It is evident from viewing the student levels that there has been a substantial amount of growth in our ELLs. The majority of our ELLs scored at the advanced level on the last NYSESLAT administered. Whereas only seven students are either beginners or intermediate. We also had seven English Language Learners, 37% of our total, who scored proficient throughout the grades. When comparing our NYSESLAT scores for the 2012 and 2013 school years, it is evident that the majority of our students' English language skills have improved, and in most cases by an entire level.

As for the LAB-R, most of the students who were tested in the Fall of 2013 did not qualify for ESL services. The three who required services all tested at the Advanced level.

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](#))

At the current time, the AMAO has not been updated for our school, therefore, we have not been able to complete the Modality Analysis chart above. We have however, analyzed our students' scores as a group. In doing so, we have observed that students showed the highest scores in the listening and speaking modalities of the NYSESLAT across the grades. Their reading scores showed a variation among individual students. Students showed the highest need for development in writing. The ESL teachers working with these students inform the teachers of the areas of need in order for instruction to be tailored to meet their needs. Writing workshops, which focus on teaching the Writing Process, Think (Write)-Pair- Share, Academic Vocabulary, Idea Wave, Summarize, On

Demand Writing, Self Evaluation, and Peer Feedback are offered to all ELLs, including long term ELLs who have demonstrated to be deficient in writing.

In this process, we have many members involved to make sure that our ELLs maintain and continue to make progress such as the administration, classroom teachers, out of classroom teachers, service providers (if applicable) and ESL teachers.

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?

4A. We utilize the results of periodic assessments to make informed curricular and instructional decisions. We are able to identify trends in student learning and also identify gaps in instruction. Most of our students have made measureable progress each year on the NYSESLAT exam in Listening and Speaking. Some of our students move two levels in this area in just one year. This year students in first grade made progress in all modalities of the NYSESLAT with one student moving from advanced to proficient and another from beginner to proficient. The majority of the students have shown growth with several students going from beginner to advanced. Last year most of our students were intermediate and this year most of our students are advanced. Teachers of ELLs will be presenting students with more opportunities to write and analyze their writing progress. Our students made some measureable improvement in writing on the NYSESLAT in 2013, and the ESL teachers, Ms. Hernandez and Ms. Basile will continue to provide focused instruction on the writing process. There is not enough data to support a trend comparing student results on assessments given in English as opposed to assessments in their native language.

4B. The school leadership(administration) and all the educators use the ELL Periodic Assessment data informally to create our own assessments based on student needs, and implemented throughout the subject areas, during each marking period. Assessment data from Unit exams or Acuity Reports are aggregated with students' demographic data in order to be able to measure ELLs' performance in all subject areas as well as special needs students. Grade level and subject teams examine the assessment results to find trends in student performance, particularly for ELLs. Trends in the type of questions that ELLs are having difficulties with, are determined from this analysis so that educators are able to target those types of questions in their ELA, math, science, social studies and ESL instruction. Often educators find that it is the wording of specific questions and the language that is used that contribute to ELLs' errors, so that academic language is taught explicitly and continuously through small and guided group instruction.

The results of the ELL Periodic Assessment, as well as other exam results, are reviewed by the administration and all teachers during our weekly Professional Learning Team meetings. Once the data is reviewed, a focus of study is chosen by the teachers for each grade. Our main focus is to measure student progress by looking at their work and we have realized that our ELLs need to develop their writing skills by incorporating a number of writing strategies. We created a poster called R.A.C.E. which stands for, restate, answer, cite, and explain to be used daily for every writing assignment or assessment. We also created a poster called R.I.C.E which stands for, restate, infer, cite and explain.

In addition, all content area teachers are charged with the development of reading and writing skills across the curriculum. As such all teachers will incorporate these modalities into their lessons. Professional development plans for the upcoming year are designed by the Principal, Assistant Principals, and Instructional Guides to enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for all students, including English Language Learners. Grade teams and department teams analyze results from the ELL Periodic Assessments to identify individual student needs. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs. Staff development will be differentiated to address diverse staff with different interests, strengths and needs.

Areas targeted for focus include:

- Planning and implementing standards-based instructional programs
- Using a variety of assessment techniques to effectively evaluate the strengths, needs and progress of English language learners to drive instruction
- Creation of student rubrics and self assessment checklists
- Scaffolding strategies for reading and writing across the Curricula
- Using Bloom's Taxonomy/Depths of Knowledge to create literature based questions and to expand Accountable Talk

- Creation of Varied Assessments
- Interdepartmental Collaboration
- Literacy Training in the Content Areas
- Vocabulary Enhancement
- Creating and Responding to essay questions

4C. We are learning from the periodic assessments that most of our ELLs are making progress in reading, writing, listening and speaking modalities. All teachers of ELLs will continue to use strategies throughout the year to ensure that our ELLs continue so make progress even beyond achieving a level of proficiency on the NYSESLAT.

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](#).)

For the 2013–2014 school year we will use Response to Intervention (RtI) to address students’ diverse needs and foster school improvement. Here at the Van Nest Academy we will be using student assessment data to designate reading placement for each student in the elementary school and all content area placement for middle school students. Using the writing prompts from Measures Of Student Learning, TCRWP, Waterford Learning and Success Maker reading assessment results to set up reading intervention groups, or RtI tier placements, for elementary students. All students will receive Tier 1, or core, instruction. Students scoring “some risk” will be placed in Tier 2 and will receive additional targeted instruction to supplement the core instruction. Students scoring “at risk” will be placed in Tier 3, where they will receive small-group or one-on-one intensive interventions in addition to core instruction.

6. How do you make sure that a child’s second language development is considered in instructional decisions?

Grade level and subject teams examine the assessment results to find trends in student performance, particularly for ELLs. Trends in the type of questions that ELLs are having difficulty in are determined from this analysis so that educators are able to target those types of questions in their ELA, math, science, social studies and ESL instruction. Often educators find that it is the wording of specific questions and the language that is used that contribute to ELLs errors, so that “test language” is taught through explicitly small and guided group instruction.

Current NYSESLAT and ELL Periodic Assessment data is used by all teachers to teach our ELLs the necessary skills needed for second language acquisition by teaching them English language skills. Our main focus for this year is vocabulary development of tier 2 and tier 3 vocabulary using the word study skills in Ready Gen and Code X. Also, our ELLs are using Success Maker and Waterford at least three times a week as well as weekly classroom assessments to assess their learning. Our beginner ELLs are also using the Rosetta Stone English program to assist them in language acquisition.

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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate the success of our program for ELLs, the school leadership team and teachers meet on a regular basis and use the results from the quarterly assessments for the following purposes:

- Appropriate grouping for all students
- Developing & improving school-wide systems & curriculum that will target instruction effectively and meet the needs of all learners
- Reflecting and analyzing upon authentic and alternative assessments as well as
- Providing all ELLs with hands-on, authentic and technology based learning, thus, preparing our students to become critical thinkers, problem solvers and college ready for the 21st century as well as the workforce.

PS/MS 498 also uses the findings from our quarterly unit assessments and the previous years’ NYSESLAT, ELA, Math scores and

the ELL Periodic Assessments to plan regular classroom instruction and group the ELLs according to the data results, such as listening activities in the listening center for students who, have listening as their area of focus. Our primary goal is to produce public-health-minded citizens who reflect the values of our “Learn and Serve” philosophy and to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. We believe that it is critical for all students to acquire academic English and also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand.

Qualitative data is also used to evaluate the success of our program on a daily basis or as needed, such as Waterford Learning, Success Maker, exit slips, teacher created quizzes and tests, observations/conferencing notes, and running records.

English

Proficient ELLs who were mostly Spanish dominant significantly increased their level of English proficiency.

Success for our program is evaluated not only through the results of the assessments such as NYSESLAT, ELA and Math but also through the significant number of ELLs who participate in our Saturday Academy, Extended Day, and Math Clubs.

## 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](#).) The school Principal, ESL teachers or a certified pedagogue will assist the parents of new entrants to the New York City Public School System in filling out the Home Language Survey and will conduct an informal interview to determine the correct placement of the students. Once the surveys are completed and students have been identified as eligible to take the LAB-R, then it is administered to determine English proficiency level. The Spanish LAB is administered to Spanish-speaking students, who do not test proficient on the LAB-R in English, in order to determine language dominance. Each assessment is only administered once and they are administered sequentially. If the students are transfers, the home language is asked for and we ensure that it is correct on ATS and in the cumulative records. The intake process is ongoing since new students are registered throughout the year. Parents of students who have not tested proficient on the LAB-R are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents during drop-off and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed and tested. During this time we also conduct our parent orientation.

During the intake process, we have staff members who are available to translate for parents in Spanish, Italian, Arabic, Russian, and Albanian. Teachers, school secretary, guidance counselor and attendance coordinator are on site and ready to assist our parents. If another language not mentioned above is needed, we will assist the parents with translation services by making an appointment and asking the parent to come in at a later date. Parents are encouraged to let us know their communication language of preference during the intake process, by filling out a language of preference sheet, and we make every effort to make sure parents are accommodated.

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. Before school starts, we hold a parent orientation meeting for two hours for our new incoming Kindergarten, sixth grade students and parents in June and August. Parents are notified a month in advance via mail and phone calls to make sure they attend so that

we are better able to address their questions and concerns about our ESL services. During this time, parents and students meet all their teachers, visit their future classrooms and take a school tour.

During the intake process, to ensure that parents understand all three program choices, parents are invited by Ms. Hernandez and Ms. Basile, the ESL teachers, to attend an ELL Parent Orientation within the first ten days of school. During the orientation parents of newly identified ELLs watch a video that explains each program type and gives them the opportunity to fill-out the forms, choose the program best suited for their child and ask the necessary questions about student placement. Parents are notified about the orientation a week in advance as soon as the child has been identified as an ELL.

Thus far, all of our parents have chosen ESL over any other program. However, if they were to choose a program not offered here at VNA, and we began to see a pattern, we would take this into consideration and discuss program possibilities with those parents.

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](#)].)

To ensure that entitlement letters are distributed parents are contacted by the school and informed that the letters have been placed in the child's folder. We also explain the significance of the letter and answer any possible questions. The signed entitlement letter tear offs are collected the following day from the students and placed in the compliance binder.

Within the first ten days of school, letters are sent home in the parent's native language and parents are given the choice to attend the orientation during or after school hours. Multiple opportunities for orientation and completion of parent surveys and program selection are provided in order to work around their schedules. Interpreters in the parents' native language are also provided within our staff. ELLs who do not meet a proficiency level on the NYSESLAT and are entitled to continue to receive ESL services are identified in the beginning of each school year and continuation letters are distributed and sent home via backpack. In addition, a phone call is placed to each parent to inform them that the letter is on its way home. Signed tear offs are collected the following day and if not returned, a phone call is made and a letter is sent home to ensure that all the forms have been given and returned for our records. Entitlement, none entitlement, continuation and exit letters are expected to be returned and maintained in the school's two ESL compliance binders, one in the main office and the other in the ESL office. The binders also contain all Parent Surveys and Parent Selection Forms which are collected during our Parent Orientation sessions in June, August and throughout the year when needed.

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.

Once the LAB-R is administered and the child is determined to need ELL services, an entitlement letter is sent home in the home language, to inform parents. In order to ensure that parents have received the information we expect the signed letter to be returned to the school if not, a phone call will be made to the parents. The parents are then invited to attend a Parent Orientation with the ESL teachers in order to make sure the program choices and our ESL program are clearly understood. For parents who speak a language other than English, a staff member that speaks his/her home language is present. The students are then grouped in heterogeneous and homogeneous groups. They are serviced as per the CR-Part 154 through pull-out and push-in programs.

Placement letters are distributed the day after the parent orientation within the first ten days of school to inform the parents. Every letter distributed to parents have a tear off at the bottom for parents to sign and return as soon as possible and placed in compliance binder in the main office and in the ESL room. The ELPC screen is updated on a regular basis and depending on entrance of new ELLs within the first 20 days of school.

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.

A testing spreadsheet with each modality is created to ensure that the speaking, listening, reading and writing portions of the NYSESLAT are administered to each child. If students are absent for a section of the exam, they will be tested during a make-up day. Testing schedules are created to guarantee that testing is conducted in a timely fashion. It is then distributed to all teachers of ELLs. The sections of the exam are administered in pairs, by teachers who do not work with the students.

The speaking portion is administered first individually by two teachers who do not work with the students. We have every child's answer recorded using a tape recorder and later reviewed and scored by the scoring team. Two or three consecutive days are given for each of the subtests: listening, reading and writing, to allow time for flexibility. Make-up days are also given to students who

were absent or late to take the test.

Once the NYSESLAT is received it is given to the ESL teachers for review to make sure we have enough materials and keep it in a locked closet until the day of administration.

As mentioned above, non teachers of ELLs are trained to administer the four modalities of the NYSESLAT and administer the test with the assistance of the ESL teacher. Ms. Miruku, Ms. Basile, Ms. Hernandez, Ms. Crosby, and Ms. Siddiqui (Librarian, classroom teachers and ESL teachers) have been trained to administer all four components of the NYSESLAT. Teachers of ELLs are not allowed to administer the NYSESLAT for students whom they teach.

To ensure that all students who are entitled to take the NYSESLAT are assessed, we print a RLER eligibility report from ATS.

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.  After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice shows that twenty-two of twenty-two parents have requested the Freestanding ESL push-in program. The program model offered at the Van Nest Academy is aligned with parent request.

After reviewing trends in ESL program selection by the parents we made every effort to hire another ESL teacher. We now have one teacher to focus on our elementary ELLs and one teacher to focus on our middle school ELLs. We are in compliance and are also able to offer a minimum of 90 minutes of AIS a week to our at risk former ELLs.

# 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])?

The Van Nest Academy has a small ESL program due to the fact that we are a fairly new school. However, with the addition of new grades yearly, our program has expanded. We currently have grades K, 1, 2, 3, 4, 6, 7, and 8 and twenty-one ESL students across these grades. This year, students who are identified as English Language Learners will receive services throughout the academic year by two full time ESL teachers who will deliver the program at the school. Various organizational models such as pull-out, push-in, and collaborative are implemented in our school. The majority of our instruction consists of the push-in model. As time goes on and if schedules permit, push-in will increase even more. The program models used by the ESL teachers varies depending on student needs and scheduling.

Whether a push-in or pull-out model is being used, ESL Instruction is aligned to instruction in the classroom, as well as the Common Core Learning Standards and content standards. A mixture of ELA and ESL methodologies are used. The NYS ESL Standards, including conventions of language and language needs are also applied depending on student requirements.

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)?

Since our program has expanded, a new ESL teacher was hired this school year. As per CR-Part 154, Beginner and Intermediate ELLs are programmed for 360 minutes per week with one of the ESL teachers. Advanced students are provided with 180 minutes of ESL instruction while still receiving 180 minutes of ELA instruction with the classroom teacher weekly. Both ESL teachers provide explicit instruction. Lessons are modeled and guided, and feedback is provided throughout. Students are then provided time to apply the newly learned skill in new situations.

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.

The previous year's assessments are analyzed to determine whether students are deficient in specific content areas and during scheduling this is taken into consideration. Whether servicing during Math, Social Studies, or Science, ESL teachers collaborate with classroom/content area teachers by following content and CCLS standards. However, instruction is modified using a variety of instructional scaffolding techniques which assist the child in acquiring language, cognitive skills, and content. Using the SIOP model, TPR, cooperative learning groups, vocabulary building, Document Based Questions tiered by student level, visuals, repetition, activating prior knowledge, schema building, and modeling can assist teachers in the content areas to boost confidence during an ELL's second language acquisition process. Several other ways of differentiating and scaffolding in the content areas are the use of manipulatives and arrays in math, hands-on projects and experiments in science, and timelines, graphic organizer, video clips in Social Studies. These methods especially assist our visual and kinesthetic learners. ESL teachers also include language targets to their lessons to strengthen academic language acquisition. Ultimately our ESL pedagogues teach strategies to ensure success that can be applied across all content areas, in order to assist students in being prepared for exams.

Native Language Support: If possible key concepts (words or phrases) are clarified in the child's L1. Currently, all of Beginner ELLs are Native Spanish speakers. They are provided with Spanish/English glossaries and are encouraged to use them when needed. All ESL students are taught skills which will assist them when they are not with an ESL teacher, such as, identifying cognates and using context clues for meaning. Students, and parents alike, are also provided with bilingual internet resources.

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

If it is determined that a child must be tested with the LAB-R during the first ten days of school, and the child does not test as English proficient then they are assessed with the Spanish LAB. For beginner and intermediate ESL students, teachers may translate authentic assessments into a native language, when content knowledge is being measured. Moreover, The MOSL or Measures Of Student Learning baselines, state Math, Science, or Social Studies formal assessments may be provided in a child's native language if he/she feels stronger in that language.

Since our program model is Freestanding English as a Second Language, we do not monitor Native Language Arts skills.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Limited English Proficient students are provided with both informal and formal assessments in all four modalities throughout the year.

Formal Assessments: The individualized computer programs, Waterford (grades K-2nd) and Success Maker(3rd-8th), are used as ongoing monitoring tools to assess listening, speaking, and reading formally. The NYC performance assessments are used as baseline and endline measurements of writing skills and progress; ELA for K-8, Social Studies for 6th-8th, Science for 4th, 6th, & 8th, and Math for K-3rd. The scores from the following formal assessments are used to drive instruction in all four modalities and to gauge individualized progress and student needs: the NYSESLAT, LAB-R, ELL Periodic Assessments, NYS ELA, NYS Math. The ELL Periodic Assessment is another exam administered twice a year to measure English proficiency. The TCRWP Leveled Reading Assessments are administered a minimum of three times per year, however, the running records portion is administered monthly for students who are struggling.

Informal Assessments: Classroom, content, and ESL teachers use a variety of informal teacher designed assessments, including checklists and rubrics for daily writing activities, graphic organizers, long response writing and essays are used to monitor growth. For reading, conferencing notes are used during read alouds and guided reading as well as reading comprehension questions. In middle school, students are given a weekly article during guided reading and students answer comprehension questions with the guidance of a teacher. As for Listening and Speaking, observations on the use of explicit language and the skill being attained, are noted often and especially during small and whole group discussions, turn and talks, conferencing, and presentations. Across the modalities, ongoing conferencing notes are maintained. Additionally, for our beginner ELLs, Rosetta Stone is used to assess all four modalities weekly. During each lesson, teachers are using one of the above form of assessment to ensure that each learning target is mastered.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are two SIFE students who have entered The Van Nest Academy from other countries within the past year. Both students are beginners and have reading and math scores which are at least two years below grade level. As per their levels, they are receiving 360 minutes of ESL instruction weekly. The instructional plan for SIFE students consist of intensive English language development teaching social and academic language. Creating a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills with the collaboration of the teachers to modify curriculum. Also, providing training in ESL techniques for mainstream teachers, common planning and discussions to present content in ways to enable students to learn the academic material as they 'learn how to learn' and work on English proficiency. We will also use the Rosetta Stone program in English, to increase literacy development and for English language acquisition. Several intensive scaffolding strategies we use for SIFE students are; visual aids, Total Physical Response and bridging in order for students to link prior knowledge to what is being taught, and schema-building to weave new information in to pre-existing knowledge. Most SIFE ELLs will need additional time and practice to learn to hear and produce sounds in English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction will be built into reading programs for SIFE ELLs in order to build metalinguistic foundations. Each SIFE is also paired up with a responsible classmate, with whom they could converse in their native language. This classmate will serve as an interpreter and will assist the student during times of need if the ESL teacher is not there at the time.

b. For our students who have been in the United States for less than 3 years, we will focus on building a strong academic foundation by using the Rosetta Stone program to increase literacy development and language acquisition, similar to what is being use for SIFE students. Also through thematic units and by using visuals such as pictures, charts, graphs, timelines, Venn diagrams, and other graphic organizers. Activities should revolve around vocabulary acquisition-explaining, demonstrating, drawing, repeating, rephrasing, reading, writing, and manipulating words throughout every aspect of instruction. The meaning of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in the classroom and allow opportunities for the students to effectively develop their vocabulary. Systematic phonics instruction can be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. Similar to SIFE students, absolute beginners may also be paired with a responsible student who will assist in interpreting. For newcomers, the

constructivist and natural approaches are used in order to lower student anxiety. The use of small groups is also used to assist students to feel more comfortable with their Basic Interpersonal Communication Skills (BICS) and begin to develop their Cognitive Academic Language Proficiency (CALP) through accountable talk. Also to reinforce the second language acquisition of new comers or ELLs who have only been in the country for less than 3 years, we are using grammar books called " Keys To Learning" and conversational text techniques.

c. We currently have eight students who have been ELLs for 4 to 6 years. Most scored Advanced and very few scored Intermediate on the Spring 2013 NYSESLAT. Also, five of these students are SWDs. These ELLs receiving extension of services, are instructed through the ESL Program and those who are reading below grade levels are pulled out for Academic Intervention Services, AIS. For these students the focus is building Cognitive Academic Language Proficiency. Some hinderances amongst these students seems to be lack of comprehension skills and acquisition of Tier 2 and Tier 3 vocabulary. This year ESL teachers will be teaching the same Tier 2 academic vocabulary words from the Ready Gen and Code X reading programs that are being used across each grade. This will help the ESL students succeed in all content areas such as; ELA, Math, Science, Social Studies and NYSESLAT. These students are also eligible to attend Extended Day, Saturday Academy and receive 90 minutes a week of extra Academic Intervention Services.

d. We currently have two Long Term ELLs who have both been receiving services for seven years. One of these students has tested Advanced on the most current NYSESLAT and has shown steady progress yearly. The other LTE has scored Intermediate for the third year in a row. Our focus for Long Term ELLs is strengthening Tier 2 and 3 vocabulary (Code X), academic discourse, and metacognition skills so that they may learn to be aware of their mental processes which they can use to succeed. These students are also eligible to attend Extended Day and Saturday Academy.

e. Former ELLs of up to two years still receive time and a half on city/state exams. They are also tested in separate locations in small groups. While they are in class, they also receive testing modifications in teacher created assessments across the content areas. Throughout the year, these students also receive AIS from an ESL Teacher for a minimum of 90 minutes weekly, to assist them in areas of difficulty.

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?

Seven of our LEPs are also SWDs who range between Intermediate and Advanced. Three of these students are receiving extra support of 90 minutes a week of Academic Intervention Services. These seven SWDs either require extension of services or are LTEs. They receive ESL instruction as per CR-Part 154, as well as Academic Intervention Services (AIS) every week.

Our new ELA programs Ready Gen(elementary) and Code X (middle school) are grade specific and used with all subgroups. Explicit instruction is not only delivered through ELA, but also through each content that is being taught. While ESL teachers are teaching academic content and Tier 3 vocabulary, they are following content standards so that students may attain subject specific knowledge and skills. Through the use of Ready Gen and Code X, students are being immersed in the reading of fiction and nonfiction stories with teacher guidance and modeling of flow charts, graphic organizers, and writing narratives following the writing process. Every step of the way, teachers are scaffolding each lesson based on student needs and proficiency levels.

By using Success Maker or Waterford Learning at least three times a week, students show improvement in reading levels by the end of the year. The results have shown that if students log in to the program for at least 5 hours a week, the students reading level improves by an entire grade. To ensure that all ELLs with an IEP receive service, the IEPs are reviewed by the ESL teachers to make sure these students receive appropriate ESL instruction as well as an extra 90 minutes a week of ESL instruction which is given to all our current ELLs and former ELLs who are at risk.

Other options of differentiation and scaffolding are also being implemented while instruction is being delivered such as; the use of graphic organizers to gather and organize ideas, talk/think alouds to build cognitive/metacognitive skills, deconstruct/recontrast to break down text for understanding, bridging and schema building by using prior knowledge to understand and make connections to new concepts.

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?

At Van Nest Academy, ESL teachers collaborate or constantly communicate with classroom teachers for not only ELLs with disabilities, but all ELLs to ensure IEP goals are met and English proficiency is attained within the least restrictive environment. While servicing LEP SWDs, the common core standards being taught in the classroom are also being taught whether through the Push-in or Pull-out model. ESL teachers have a vast instructional repertoire to assist each student's specific needs based on CCLS, NYS ESL Standards, and content standards as well as, data analysis, and IEP goals.

Our school has programmed for ESL teachers to push-in for a minimum of 50% of students' mandated minutes, in order to focus on specific IEP goals for SWDs and personal goals for general ed ELLs within the least restrictive environment, whether in general ed or ICT classes. The remainder of mandated instructional time, a maximum of 50%, is done through the pull out model for ELL SWDs and general ed ELLs to focus on specific skill attainment and to provide instruction in a smaller setting or one-on-one.

The strategies we used not only help students develop English as a second language, they also help them learn words that are not part of everyday language or Tier 3 vocabulary.

The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

### 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:			

### 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

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### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

A majority of instruction for ELLs is devoted to pushing into their classrooms during content area instruction. Students are in small groups and are provided with different instructional aides to provide opportunities for language development and retention. Listening centers, word walls, pictures with translations, graphic organizers, technology support, concept maps, glossaries, dictionaries, one to one, field trips, assessments, and native language books are used to scaffold the content area instruction of the classroom teacher as ways to increase motivation for our ELLs to make the transition into a new environment. Some instruction for the ELLs is devoted to pulling out groups of ELLs with the same proficiency level to target specific content and skills in need of improvement using the additional materials that are provided with the programs used in Social Studies, Math, and Science specifically targeted for intervention for ELLs.

The ESL teacher will provide individualized programs for newcomers, SIFE, long-term, and special needs ELLs, yet have them working together in cooperative learning groups to provide time for meaningful interactions to assist in the development of listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties and lower the affective filter of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity.

To continue transitional support for reaching proficiency on the NYSESLAT The Van Nest Academy offers Academic Intervention Services of at least 90 minutes, students are encouraged to attend a 2-hour Saturday ESL Academy for our 6th and 7th grade students for five weeks, and an extra 80 minutes a week during Extended Day.

Some activities offered to our newly enrolled ELL students are to take part at orientation where the ESL teachers will introduce themselves to the students and parents and conduct a learning style survey and use it as a form of assessment to drive instruction and meet their individual learning needs. Academic Intervention Services are also offered for our ELLs every Tuesday and Wednesday for 40 minutes each day from 2:30pm to 3:20pm for a total of 80 minutes a week. During the day, proficient ELLs receive 90 minutes of Academic Intervention Services to help them transition into a new environment. Also, the creation of a packet of beginning activities like colors, numbers, shapes, body parts, and survival vocabulary to increase motivation and reduce anxiety for our non English speaking ELLs. In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSESLAT Test sophistication. Also, Thursdays and Fridays all ELLs are encouraged to participate in the math or science clubs from 2:30pm to 4:00pm to assist them in developing their skills in the subject.

Test accommodations for former ELLs who have reached a level of English proficiency on the NYSESLAT of two years or less will receive time and a half and test in a separate location while any state tests are being administered. Special consideration is also given to current and former ELLs by classroom teachers who will give them as much time as they need in the classroom to complete any classroom tests or quizzes.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The following strategies are employed to ensure success for our ELLs in our ESL program:

-Authentic Assessment. The baseline for instruction is assessing where the students are and begin from there. The Language Assessment Battery-Revised (LAB-R) scores which was administered at the beginning of the year for newcomers and the bases of the child's placement, enables the ESL teacher to determine what lesson to teach. Other assessments include teachers' observation, performance assessment, and portfolio which are basically all authentic student's works. The teacher collaborates with the classroom teachers to make sure each child would meet the state standards and pass the standardized statewide tests.

-The Language Experience Approach. This is a common approach to teach the ESL students so they could learn and develop their academic and social skills. The ESL teacher is exposing them to speaking activities, listening activities such as read-aloud, books on tapes; reading, writing, and thinking with focus on phonemic awareness, language patterns, and convention of the English language. Following the curriculum, the teacher employs the thematic approach in teaching the content areas. This enables the ELLs to learn and

master both concepts and language.

-Total Physical Response (TPR). Total Physical Response is a strategy which requires physical movement as the child responds to the teacher in a learning activity. Especially for kinesthetic learners, they learn and retain information or knowledge when they move and touch things.

-Technological Support. Exposing the ELLs to technology learning such as computers, projectors, audiocassette expand their learning in the sense that they could see colors, movements and hear sounds, as they learn.

-Hands-on activities. Field trips or neighborhood walks, experiments and projects where students can actually do activities themselves serve as real life learning experience. This facilitates better understanding of the concepts presented in books and curriculum.

- Rosetta Stone Language Program. Through Dynamic Immersion by eliminating translation and grammar explanations from language learning, Dynamic Immersion activates the students' own natural language-learning ability. The students begin to think in their new language from the very beginning—the same way they learned their first language. They are constantly interacting with the software by connecting words with images to confirm their meaning—all through a carefully designed sequence that helps them build grammatically-accurate language structure step by step.

The ESL teacher will provide individualized programs for newcomers, SIFE, long-term, and special needs ELLs, yet have them working together in cooperative learning groups to provide time for meaningful interactions to assist in the development of listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties and lower the affective filter of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity.

In class, cultural traditions are shared and a global perspective is encouraged. An over-riding goal of the program is the preparation for participation in the mainstream classroom by developing social, academic, and interpersonal skills by using a variety of materials and resources available to create lessons that are contextual and developmentally appropriate to meet the needs and concerns of the students.

Every effort is made to maintain contact with the LEP students' parents and with classroom teachers. Throughout the year, the LEP students' parents are encouraged to participate and take part in the planning and implementation of all school activities. All staff members here at the Van Nest Academy are aware that Ms. Basile is the elementary school ESL teacher and that Ms. Hernandez is the ESL teacher for our middle school students. Data is reviewed on a weekly basis by teams of teachers during their Professional Learning Teams and also once a month during grade meetings.

#### 11. What new programs or improvements will be considered for the upcoming school year?

Directions for Our Youth is our afterschool program which any student from K-8 can attend after school from dismissal at 2:30pm until 6:00pm. The following new extra-curricular activities, sports programs and special evenings have been added during the past year, and all students especially ELLs are encouraged to join the following activities after school.

- Cheerleading
- VNA Voices
- Girls and Boys Basketball
- Art Club

Volleyball

- Mommy, Daddy, and Me Book Club – once a week in the library
- Multicultural Family Night
- Movie nights
- Science Fair
- Math Night
- Flag Football
- Chess Club

During the day, students in grades 4 and 8 will participate in the Dancing Classrooms Ballroom Dancing. All students in grades 4 and 8 will learn to dance Merengue, Foxtrot, Salsa, Swing, Tango, The Waltz, etc.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All English Language Learners are encouraged to join and participate in extra-curricular activities, sports programs, and special evenings which are held in the school. They are also allowed to attend our Extended Day and Saturday Academy. This year we have many former and current ELLs participating in different after school programs which will enhance their social skills and help with English acquisition such as, the boys and girls basketball team, cheerleading, chess, math club, science club, flag football, and ballroom dancing.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The utilization of technology such as Smart Boards, Computers, Elmos, Independent Learning Centers, Listening Centers etc. assist classroom teachers in eliciting ELL's prior knowledge in order to prepare students to learn more about the topics taught in class. The utilization of graphic organizers, roleplay, and post reading activities are utilized to support students. The utilization of listening centers (books on tape) and libraries in the classroom with a wide variety of materials in both languages are components of these classrooms. Reading and listening materials in English and Spanish are also present in every classroom at The Van Nest Academy. There are books for the different reading levels as well. In addition, teachers take into account student's interests, experiences and culture to furnish the library. Some examples that show this are the selection of folktales, myths and legends, short stories and poems written in Italian also available in our school library.

Teachers utilize Smart Boards and computers to provide students with visual aides in interactive activities to promote learning and understanding across the content areas. Programs such as Success Maker, Waterford Learning, Rosetta Stone (all languages), Ready Gen online resources, Khan Academy, Teacher Tube, Discovery Education, and United Streaming are only several of the programs which are used throughout the school. These instruments assist teachers for scaffolding instruction by allowing teachers to support our ELLs through modeling questioning and getting feedback. Assessing progress occurs on an ongoing basis by the ESL teacher and content area teachers during the pullout sessions and in the regular classrooms.

The instructional materials we are using are aligned to the Common Core Learning Standards in order to guarantee college readiness. The materials are as follows:

- Ready Gen – elementary school
- Ready Gen Phonics
- Code X – middle school
- Envision Math elementary
- Foss Science elementary
- CMP3 Middle school
- Glencoe/FOSS Science middle school
- Holt and Houghton Mifflin Social Studies

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Since we do not have a bilingual program we offer native language support to our ELLs by having a Spanish language library in each classroom along with Spanish content texts in the middle school. Books in a foreign language other than Spanish, are found in the library. Bilingual glossaries are also provided to ELLs who have a strong native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Regardless of level, ELLs are serviced and provided with various resources that correspond to their ages. The resources in the classrooms include a leveled library with books to correspond to age and grade level. We are also using a literacy reading program(Success Maker and Waterford Learning) which allows for each student to be placed on the correct reading level based on assesments to match their reading abilities. Teachers then use these levels to make instructional decisions and differentiate instruction for the students. We are also using the Ready Gen for elementary grades and Code X for middle school literacy programs.

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.

Some activities offered to our newly enrolled ELL students are to take part in orientation where the ESL teachers will introduce themselves to the students and parents, conduct a learning style survey, and use it as a form of assessment to drive instruction and

meet their individual learning needs. Also, the creation of a packet of beginning activities like colors, numbers, shapes, body parts, and survival vocabulary to increase motivation and reduce anxiety. In the middle of the year, the ESL teachers conduct a practice test very similar to the NYSELAT in order to assess growth and develop instructional plans for the students. During the entire school year, students participate in advisories as well as clubs with the monolingual students in order to immerse them in activities that are fun, but yet provide them with means to communicate in English (natural approach). ELA Test-prep is aligned to NYSESLAT Test sophistication.

Also, as mentioned before, a Parent Orientation is held in August as well as in early September. Also, in September we have open school night for parents to get to know the teachers and the curriculum their child will be learning for the year.

18. What language electives are offered to ELLs?

The language electives that are offered at the Van Nest Academy are for all students in grades 7 and 8 who receive Spanish as a foreign language. Also, all students here at The Van Nest Academy receive the following electives every year: Health, music, library and art.

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

1. Our entire school staff is encouraged to attend workshops to suit the needs of our English Language Learners and to learn research based instructional strategies. The Van Nest Academy provides the resources and professional development to aid staff who work directly with our English Language Learners such as our principal, assistant principals, pedagogues, and paraprofessionals. The Parent Coordinator attends meetings monthly and secretaries are asked to attend as needed. Guidance Counselors attend monthly PDs through the network and also centrally offered to assist in youth development. ESL Teachers attend workshops throughout the year, which are offered through CFN 532. Teachers who are sent out of the building to attend professional development will turn-key what they learned to all teachers during our Professional Learning Team meeting or PLT.

2. Teachers of English Language Learners are offered professional development to support their students as they become familiar with and engage in the Common Core Learning Standards. Teachers are guided through the creation of learning targets. The CCLS are simplified and clarified into "I Can" statements for all students, including Limited English Proficient students, in order for them to clearly understand learning objectives. Our ELA and Math materials are aligned to the CCLS. Therefore, the workshops provide our staff with useful methods of mastering the standards.

ESL Teachers have been attending two series of SIOP trainings, for teachers and coaches, which will be turn-keyed to the entire staff once completed.

3. Workshops which showcase exemplary strategies, curricula, academic interventions across the content areas and grade levels are offered to teachers of ELLs, to assist their children in transitioning between grades. Ready Gen/Envision/Code X/Waterford/Success Maker are all programs we have received professional development for and are all aligned to the CCLS. These programs offer strategies and approaches for differentiating instruction that are aligned to the Common Core Learning Standards and assist students in transitioning between levels and grades. As the students become more advanced in English, less scaffolding will be done. In order to assist ELLs as they transition, guidance counselors attend monthly PDs on youth development.

4. As per Jose P., staff of ELLs is provided with a minimum of 7.5 hours of training (10 hours for special education teachers). Several trainings are ongoing such as our collaboration with Brian Green from Creative School Services, weekly PLT meetings and our Inquiry Team focus of vocabulary for the 2013-14 school year. Records are maintained via agendas, PD Binders, and sign in sheets.

During 2012-2013 school year, The Van Nest Academy conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2013 NYSESLAT data. The ESL teacher shared her expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries, and visuals.

In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms using the AMAO. The ESL teacher shared her experience on the use of conferencing and strategies to inform, practice and assess ELLs'. In addition, all teachers and paraprofessionals, received professional development during school and afterschool via the following initiatives:

- Smart Board Training
- Success Maker
- Balanced Literacy
- Waterford Learning
- Title III Afterschool Organization
- Data Training

Fundations  
Ready Gen, Code X  
Envision Math and CMP3  
Senteo Clickers  
ESL Buddy System  
CCLS and CIE  
Danielson Training  
Reading and Analyzing Nonfiction  
The 6 shifts of instruction in ELA and Math  
Planning for Lessons with Attainable Learning Targets  
The Academic Vocabulary Shift at VNA

The majority of our professional development sessions are ongoing. The calendar of PDs for the current year is as follows:

2013-2014

3 Day Summer Institute (all encouraged to attend)  
Academic Vocabulary (all encouraged)  
Looking at Baselines to Drive Instruction (all)  
Data Dive Creating Learning Targets (all)  
Common Core Curriculum Development (4 Sessions) -  
Ready Gen (ongoing) elementary  
CMP3 - middle school  
Code X (ongoing) middle school - teachers/ assistant principals  
National Training Network - ongoing -Elementary /Middle School - Math focus on problem solving  
Creative School Services - monthly - assistant principals/teachers/paras  
Network Literacy Coach, Mary Kroft k-4  
SuccessMaker/Waterford with Lauren Camiso - (ongoing) Elementary / Middle School/assistant principals  
Weekly PLTs/common planning ongoing (teachers/ assistant principals)  
SIOP Teacher's Training and Coach's Training ESL teachers  
RTI - Vocabulary k-5 Literacy Practice Series

## D. Parental Involvement

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

1.PS/MS 498X welcomes all parents and values their input. They are the school's partner in building a learning community. The school reached out to all parents through the school's Parents Coordinator. In addition, the scheduled Parents-Teachers conferences will make this connection stronger. During the parents' orientation at the beginning of the year, the parents were informed of the state standards, school assessments and expectations, and programs that the school has for students. Parents were and continue to be surveyed as to their needs in the school community. Our parent coordinator reaches out to parents to ascertain what services and resources should be deployed to meet those needs. The ESL teachers who work closely with the ELL students in differentiating instruction, the classroom teachers, the social worker, the AIS coordinator work together to meet the students' required needs. The Parent Association is also an additional avenue for parents to be involved of their students' education.

The Parent Coordinator organizes parental activities that bring parents to school such as:

- Cultural celebrations
  - Fundraisers
  - Parent volunteers
- Halloween March of Dimes Parade  
Health Fair

ESL Teachers are in the process of creating a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish, and translated as well. Parents receive valuable information and an introduction to technology and getting themselves and their children college bound and work force ready.

The parents or guardians of English Language Learners are informed of their child's participation in the ESL push-in or pullout with letters and progress reports. Letters and progress reports will include the results of predictive, diagnostic, and interim assessments administered to the students and program entrance and exit. Progress reports are provided in both English and the native language whenever possible to ensure and maintain great communication with the parents.

Workshops for parents of ELLs will be conducted by the ESL teachers to ensure that parents know the expectations for the students in each grade level and as a way to keep communication open between the school and the parents. One workshop that we will do is a NYSESLAT workshop for the parents to take the NYSESLAT and become aware of the breakdown of the test. Another workshop is for the parents to learn how to navigate the web and become familiarized with its components and where to find information to help their children. The ESL teachers will team up with Child Health Plus to conduct health awareness workshops throughout the year including a health fair in the spring. Multilingual staff members are readily available if needed for translation services.

2.

The school partners with other agencies such as The New York Botanical Garden and the Bronx River Alliance who provide the means for our continuous real-world data collection and research. We will cultivate a close partnership with Montefiore Medical Center, The University Hospital and Academic Medical Center for the Albert Einstein College Medicine, and The Children's Hospital to support our goal of shaping our students into the 21st century, science literate, critical thinkers. We also have a partnership with Child Health Plus a New York State health plan for kids that provide free health and wareness workshops in different languages to assist the parents of ELLs to take advantage of all the health benefits that are available to them.

3.

Parental input and involvement has an essential role in the program. To evaluate the needs of the parents the ESL teachers and parent coordinator during orientation, open school night and workshops gather information to determine the needs of our parents using a checklist with possible workshop ideas that can be done during the course of the academic year. Based on collected data, parents are encouraged to take English lessons that are offered in the community to provide the ELLs with extra English support

at the home, to use the neighborhood library, to take advantage of vacation time programs in the community that would maintain and improve their child's English language skills. Parents are also encouraged to volunteer in the classrooms and to share aspects of their cultural heritage and backgrounds. Parents are also invited to participate in publishing parties done by classroom teachers when students celebrate their achievements and progress. The forms and surveys are provided in different languages for parents.

4.

Parental input and involvement has an essential role in the program. To evaluate the needs of the parents the ESL teachers and parent coordinator during orientation, open school night and workshops gather information to determine the needs of our parents using a checklist with possible workshop ideas that can be done during the course of the academic year. Our multilingual staff members are available for translation services when needed.

### **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: <u>PS/MS 498 The Van Nest Academy</u>		School DBN: <u>11X498</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Ann Gilligan	Principal		1/15/14
Ann Reynolds	Assistant Principal		1/15/14
Vanessa Vallecillo	Parent Coordinator		1/15/14
Guarinelly Hernandez	ESL Teacher		1/15/14
Jessica Rivas	Parent		1/15/14
Angela Lopez/Math	Teacher/Subject Area		1/15/14
Laura Pagano/Science	Teacher/Subject Area		1/15/14
	Coach		
	Coach		
Rose Gjidija	Guidance Counselor		1/15/14
Ben Soccadato	Network Leader		1/15/14
Luciana Basile	Other <u>ESL Teacher</u>		1/15/14
Megan Gundogdu	Other <u>Assistant Principal</u>		1/15/14
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 11X498 School Name: PS/MS 498 The Van Nest Academy

Cluster: 5 Network: 532

**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**

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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 Van Nest Academy has aggressive policies to ensure all parents can receive school information in the language of their choice. Upon enrollment, all students and parents complete a home language survey, as well as engage in one-on-one meeting with the Pupil Accounting Secretary, The Parent Coordinator and the ESL Teacher. This information is continually updated throughout the year as new students enter our school. We use home language surveys, LAB-R exams, PTA surveys and student requests to assess our language and interpretation needs. Our school provides all official correspondence and telephone messages in English, Spanish and Albanian. In addition we have Italian speakers on staff who translate when necessary.

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 key findings of the assessment are: In the school 2013-2014, 10 parents were identified as requiring translation and interpretation services. Our findings are recorded on ATS, to which all appropriate school staff members have access. Staff members are offered professional development on meeting the needs of parents of all cultures and backgrounds, and all staff is informed of the translation and interpretation services we offer.

- Staff members are available to translate/interpret in Spanish, Italian, Albanian, Arabic and Russian.
  - Translated documents are not readily accessible to parents; however, these documents are available when requested.
- The key findings of the assessment were reported to school community through the School Leadership Team.

## Part B: Strategies and Activities

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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.

PS/MS 498X provides Spanish translation of all major documents and communication home to families. When needed, oral and written translations will also be provided in additional languages, once language preference ascertained.

Staff is required to submit communiqué to be sent home in advance to ensure translation in a timely fashion. Written and oral translation in Spanish and Albanian are provided in-house by staff, whereas, additional language translations are sought by the Translation and Interpretation Unit, or when required, an outside contracted agency will be employed to translate into a language other than the 9 covered by the T and I unit.

When the Translation and Interpretation Unit or PS/MS 498X is temporarily unable to provide required translation into one or more covered languages, a cover letter or notice on the face of the English document in the appropriate covered language(s) will be provided, indicating how a parent can request free translation or interpretation of such document so that they can receive the translated information in a timely fashion.

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.

An outreach effort will be conducted to inform parents of interpretation services offered by the school. Interpreting services are readily available for Spanish, Albanian, Arabic, and Italian speaking parents. The Parent Coordinator maintains a list of staff members who provide translation services. When it is necessary to have an interpreter and the school is not able to provide one, a DOE vendor is used.

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>.

Parents are notified at every meeting that translation services are available. Parents are also notified at every PTA meeting of these services and of their rights regarding translation. In addition, a school mailing regarding these services was provided, and information was provided in the student and school handbooks. All parents are notified annually of their rights regarding translation and interpretation services. There have been no barriers to addressing language translation and interpretation at The Van Nest Academy.