

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **13K596**

School Name: **PEACE ACADEMY**

Principal: **AMY RODRIGUEZ**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PEACE Academy School Number (DBN): 13K596
School Level: Middle School Grades Served: 6-8
School Address: 300 Willoughby Avenue, Brooklyn, NY 11205
Phone Number: 718-230-3273 Fax: 718-230-0173
School Contact Person: Amy Rodriguez Email Address: arodriguez131@schools.nyc.gov
Principal: Amy Rodriguez
UFT Chapter Leader: Charles DeGregorio
Parents' Association President: Hugh McIntosh
SLT Chairperson: Geoffrey Bryson
Student Representative(s): _____

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place Brooklyn, NY 11238
Superintendent's Email Address: Bfreeman6@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-636-3266

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- III. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Rodriguez	*Principal or Designee	
Charles DeGregorio	*UFT Chapter Leader or Designee	
Hugh McIntosh	*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	
Geoffrey Bryson	Member/Chair/Teacher	
Charles Dorschuck	Member/ Teacher	
Sierra Green	Member/Teacher	
Shawnette Richardson	Member/Parent/ PTA Co-President	
Robin Massey	Member/Parent/PTA Secretary	
Alma Brown	Member/ Parent/Co-Treasurer	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students receiving below proficiency on statewide ELA exams (100%)	<p>Targeted intervention for homogeneous groups based upon test history, classroom assessments, and performance on leveled reading assessments through Achieve3000</p> <p>Co-teaching model for students demonstrating highest needs</p> <p>Saturday Academy – mirroring literacy intensive model of repeated readings, building fluency, guided reading and writing</p>	<p>Literacy Intensive classes – small group instruction</p> <p>Small group instruction during ELA classes</p> <p>Saturday Academy</p>	<p>Literacy Intensive – 3x per week during the school day</p> <p>ELA classes – 5x per week during the school day</p> <p>Weekly - Saturdays</p>
Mathematics	All students receiving below proficiency on statewide mathematics exams (100%)	Targeted intervention for homogeneous groups based upon data from math classes and performance on periodic assessments, including: Integrated	<p>Math Intensive classes – small group instruction</p> <p>Small group instruction during math classes</p> <p>Saturday Academy</p>	<p>Math Intensive – 3x per week during the school day</p> <p>Math classes – 5x per week during the school day</p> <p>Weekly - Saturdays</p>

		<p>Algebra – Regents-level class Math Intensive – focus on foundational math skills</p> <p>Co-teaching model for students demonstrating highest needs</p> <p>Saturday Academy – mirroring the math intensive model of focus on foundational skills</p>		
Science	All students receiving below proficiency on statewide ELA exams (100%)	<p>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts, summarizing, acquiring academic vocabulary</p> <p>Co-teaching model for students demonstrating highest needs</p>	<p>Science classes</p> <p>Lunch and after school tutoring</p>	<p>During the school day</p> <p>Lunch and after school tutoring</p>
Social Studies	All students receiving below proficiency on statewide ELA exams (100%)	<p>Usage of best practices in literacy classes to assist students in fluency and comprehension in attaining content knowledge including navigating text organization, identifying key concepts,</p>	<p>Social Studies classes</p> <p>Lunch and after school tutoring</p>	<p>During the school day</p> <p>Lunch and after school tutoring</p>

		summarizing, acquiring academic vocabulary		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students with mandated counseling on IEPs</p> <p>Students who demonstrate a pattern of behavior documented by classroom anecdotal and/or deans referrals</p> <p>Students with attendance below 90%</p> <p>Students identified by administration or parents as in need of additional assistance</p>	<p>Counseling provided to students who are mandated to receive</p> <p>At-risk counseling provided as necessary by Guidance Counselor and School Psychologist</p> <p>Advisory – college and career readiness-aligned course centered around skills of highly successful people and growth mindset</p>	<p>Guidance Office/SBST Office</p> <p>Guidance Office/SBST Office</p> <p>Advisory classes daily</p>	<p>Weekly as mandated</p> <p>As needed</p> <p>5x per week during the school day</p>

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The after school program is being implemented with the following goals:

- to extend our mission to cohesively meet the socio-emotional needs of our students in order to achieve academically.
- to assist students to achieve in college and career readiness.
- to engage students in meaningful extra-curricular activities

By August 2014, 75% of students will have been offered at least 200 additional hours of targeted support through various academic and non-academic ELT programs and activities that will result in a 20% increase in course pass rates and a 5% increase in exam pass rates

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

100% students attending PEACE Academy are invited to attend the after school program, Sports and Arts In Schools Foundation. Although attending the after school is voluntarily, we highly encourage and recommend students that are in the 3rd lower % to attend the academic component and take advantage of the extra-curricular activities.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

We offer ELT Monday to Friday from 2:20 – 5:20 PM through the Sports and Arts in Schools Foundation. During ELT, students receive one hour of math and ELA support through Sports and Arts in Schools Foundation. After an ELA and math instructional period, students have the opportunity to engage in sports programming, such as basketball, dance, photography, drum line, double dutch, and vocal music. To

encourage attendance at Sports and Arts in Schools Foundation, we distributed a student preference survey. Based upon students' preferences, the school collaborated with Sports and Arts in Schools Foundation to create an after school program which would appeal to students. We are currently working on extending the Sports and Arts in Schools program during the lunch-period to increase students' participation and buy-in to our ELT. As the greatest number of students regularly attends the Civic Leadership component of Sports and Arts in Schools, we can appeal to this group of students to spearhead ideas and initiatives to entice more of their peers to participate.

Given the academic needs of our students, we started planning to work with the After School CBO staff members more closely to align the homework help component of their program with the instructional day. We began homework monitoring sheets, so that each student attending the program and staff supervising the homework component are monitoring this piece of the after school component. (Each Monday the SIG coordinator compiles teachers' daily plans with homework assignments. She distributes these plans to the after school staff. On Friday afternoon she receives the monitoring sheets with information on students attending the program and completing their assignments.

In addition, we plan to extend ELT on Saturdays from 9:00 AM – noon starting in January, 2015, to build upon students' skills in both ELA and math.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We are currently working on extending the Sports and Arts in Schools program during the lunch-period to increase students' participation and buy-in to our ELT. As the greatest number of students regularly attends the Civic Leadership component of Sports and Arts in Schools, we can appeal to this group of students to spearhead ideas and initiatives to entice more of their peers to participate. We will provide fliers inviting students to participate in the program during PTA and parent/teacher conferences. As the greatest number of students regularly attends the Civic Leadership component of Sports and Arts in Schools, we can appeal to this group of students to spearhead ideas and initiatives to entice more of their peers to participate. Additionally, the SIG coordinator and the CBO staff will join efforts to provide recognition to those students with good attendance and student achievement in the program. By doing this, students will take ownership of the program and will begin to promote it as they see the value of the program.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The ELT – After school program is in implementation from Monday to Friday from 2:20 – 5:20 PM through the Sports and Arts in Schools Foundation. An F- Status administrator was hired to coordinate the program implementation three days a week on Monday, Wednesday, and Friday. This administrator will oversee the implementation, compile and analyze data. Teachers regularly push-into the academic component of Sports and Arts to assist in aligning the academic component of the program with the instructional core.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We partnered with Sports and Arts in Schools Foundation which provides academic and enrichment programs to all our students during school hours and after school as well as during school breaks. Sports and Arts is held accountable in assisting to achieve specific, measurable school goals. Sports and Arts is required to submit logs of services and will

continue to have meetings with the principal to set goals, determine benchmarks and monitor progress. Additionally, we hired an administrator to oversee the SIG After School component. This administrator will also provide us with data to further plan effectively in the areas that are in need of improvement. Establishing process and procedures for monitoring, evaluating, reviewing, revising the implementation of the SIG plan

Part 3c. Timeline for implementation and completion, including start and end dates.

There two components of the Sports and Arts in Schools Foundation: The after school program from Monday to Friday from 2:30 PM to 5:20 P.M. This after school program is from September 15 2014 to June 12, 2015. Additionally, we are in early stages of the Champions Club which will begin in January 2015. The program was to start toward the end of November, but due to parent certifications and other challenges, it won't start until January 2015 and will end on June 12, 2015. This is a25 units of Champion Clubs that will take effect from 10:30 AM to 12:30 PM inclusive of lunch hours. Parents will have a very important role in this program. They will become teacher assistance during the duration of the program.

The Saturday Academy program component will begin in January 2015 and will end in April 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

i. Per the School Improvement Grant (SIG), the schedule for gathering measures of teaching practice and adjusting the professional learning plan to support teachers’ growth is listed below:

Month	Activity
June 2014	- Administrator concludes formal observations - Conclude end of year conferences
July 2014	- Review 2013-2014 teacher effectiveness data to set initial goals and focus components for growth (school-wide, sub-groups, and individual teachers)
August 2014	- Schedule 2014-2015 assessment cycles
September 2014	- Set formal observation expectations at initial faculty conference - Conduct Learning Walks to calibrate understanding of components for school wide focus - Meet with all teachers to review 2013-2104 feedback and set individual goals aligned to <i>Framework</i> . Record goals - Administration begins individual informal observations and feedback sessions (1 per teacher) - Administrators commence formal observations (1 st Round)
October 2014	- Administration conclude first informal observation cycle and set components for second round - Round 1 data reviewed for PD scheduling

	<ul style="list-style-type: none"> - Administrators conduct Learning Walks for round 2 components for informal feedback and calibrate interpretations of rubric. - Administrator continues formal observations (1st Round) - Administrator commences informal observations Round 2
November 2014	<ul style="list-style-type: none"> - Round 2 of informal observations continue - Administrator continues formal observations (1st Round)
December 2014	<ul style="list-style-type: none"> - Round 2 data reviewed for PD scheduling and recommendations - Administrator commences informal observations Round 3 - Calibration using Learning Walks begin - Administrator continues formal observations (1st Round)
January 2015	<ul style="list-style-type: none"> - Round 3 of informal observations concludes - Mid-year check in with teachers. Action plans for growth recorded. - PM plan updates for Spring based on teacher performance data - Administrators conclude formal observations (1st Round)
February 2015	<ul style="list-style-type: none"> - Return to Round 1 components, conduct learning walks and individual observation - Administrator commences informal observations Round 4
March 2015	<ul style="list-style-type: none"> - Conclude fourth cycle of informal observation. Assess gain / loss in data. Action plan for staff and / or individual teachers. - Commence fifth cycle (Round 2 components revisited)
April 2015	<ul style="list-style-type: none"> - Fifth cycle concludes. Assess annual gain / loss in data components. Action Plan - Sixth cycle of informal observation begins (Round 3 components)
May 2015	<ul style="list-style-type: none"> - Sixth cycle concludes. Assess annual gain / loss in data components. Action Plan - Schedule end of year conference with teachers - Commence end of year conferences with teachers to assess goals and summative rating - Administrators continue formal observations (Round 2)
June 2015	<ul style="list-style-type: none"> - Administrators conclude formal observation (2nd Round) - Conclude end of year conferences - Review end of year data to set initial goals for 2015-2106

All teachers and Inquiry teams will improve on the school's use and analysis of data to drive instruction by formalizing the Inquiry cycle over the course of a school year. The following calendar outlines the anticipated dates, events and outcomes of each step of this year-long cycle.

Date	Events / Actions	Intended Outcome
Inquiry Cycle #1 September – October 2014	<ul style="list-style-type: none"> • Baseline math and literacy assessment for all students • Review “looking at student work protocols • Inquiry Team scoring and analysis of student baselines • Design of math and literacy interim assessment #1 • Students complete interim 	<ul style="list-style-type: none"> • Inquiry Teams identify key math and literacy standards to address in the 2014-2015 school year • Inquiry Teams select Inquiry students to monitor throughout the year • Inquiry teams complete one cycle of Inquiry analysis of work, interventions recommendation,

	<p>assessment #1 in math and literacy</p> <ul style="list-style-type: none"> • Teacher present initial portfolio of student work 	<p>collection of student work, and analysis of outcomes and impact of recommended practice / intervention</p> <ul style="list-style-type: none"> • Interim assessment #1 is prepared for implementation • Inquiry Teams select student example of student work to be archived in the student binders
<p>Inquiry Cycle #2 November-December 2014</p>	<ul style="list-style-type: none"> • Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #2 • Teams recommend supports and intervention(s) • Teacher present initial portfolio of student work • Results are analyzed for impact • Design of math and literacy interim assessment #2 • Assign interim assessment #2 	<ul style="list-style-type: none"> • Teams establish routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Inquiry Teams select student example of student work to be archived in the student binders
<p>Inquiry Cycle #3 January – February 2015</p>	<ul style="list-style-type: none"> • Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #3 • Teams recommend supports and intervention(s) • Teacher present initial portfolio of student work • Results are analyzed for impact • Design of math and literacy interim assessment #3 • Assign interim assessment #3 • School wide assessment of mid-year student progress with key literacy and math standards 	<ul style="list-style-type: none"> • Teams refine routines for meeting and collaboration. • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best practice • Inquiry Teams select student example of student work to be archived in the student binders
<p>Inquiry Cycle #4 March- April 2015</p>	<ul style="list-style-type: none"> • Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #4 • Teams recommend supports and intervention(s) for key standards and students • Teacher present initial portfolio of student work • Results are analyzed for impact • Design of math and literacy interim assessment #4 	<ul style="list-style-type: none"> • Recommended supports and interventions are implemented across disciplines as relevant. • Effective teaching practice spread across grade levels • Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. • Assessment of progress on key standards and spread of best

	<ul style="list-style-type: none"> •Assign interim assessment #4 	<p>practice</p> <ul style="list-style-type: none"> •Inquiry Teams select student example of student work and assessment items to be archived in the Inquiry binders
<p>Inquiry Cycle #5 May – June 2015</p>	<ul style="list-style-type: none"> •Inquiry Teams analyze results of interim assessment to begin Inquiry Cycle #5 •Teams recommend supports and intervention(s) for key standards and students •Teacher present initial portfolio of student work •Results are analyzed for impact •Design and assign summative assessment in math and literacy. •Employ summative assessments, analyze results and report findings 	<ul style="list-style-type: none"> •Recommended supports and interventions are implemented across disciplines as relevant. •Effective teaching practice spread across grade levels •Literacy and math instructional strategies are common across classrooms, horizontal and vertical pollination continues. •Assessment of progress on key standards and spread of best practice •Inquiry Teams select student example of student work and assessment items to be archived in the Inquiry binders •Analysis of student growth and impact of Inquiry on instruction

Through the use of best practices in monitoring the After School program we will see continuous improvement academically. This will be demonstrated through attendance participation, homework assistance monitoring and teacher assessment, informal and formal assessment, teacher inquiry meetings and professional development. The data coach will compile data to be disseminated among all staff. We expect that through our SIG plan the school meets the State and city accountability requirements. We expect grow of the NYS ELA exams from 2.05 to 2.5 and increase in the math median percentile growth on the NYS exam from 1.98 to 2.5.

Part 5b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

Teachers go through a three part hiring process that includes a group interview, demonstration lesson and interview with key staff. Effective teachers are provided with leadership opportunities such as becoming a teacher leader as a retention strategy. Teacher Leaders are supported in creating and facilitating professional learning, creating model classrooms and mentoring other teachers. Staff receives weekly professional development and learning time provided by the network, principal and assistant principal, and/or School Improvement Grant partners Cambridge Education and National Urban Alliance.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

-Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty

has the appropriate instructional focus

-Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math

-Engaging staff in PDs that focus supports for our subgroups

-Deepening teachers' understanding of using data to focus classroom instructional practice

-Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions

-Creating a structured and research based school Professional Development plan.

-Working with our network to identify and create high level professional development opportunities for all staff

-Vertical and horizontal supervision of grades and content areas by school leaders

-Conducting regular instructional rounds and the full implementation of Danielson's Framework for Teaching which informs

teacher needs and tracks progress

.The Professional Learning Plan follows an inquiry cycle, built around *Danielson's Framework for Effective Teaching*

competencies 3b. Questioning and Discussion Techniques, 3c. Engaging Students in Learning, and 3d. Using Assessment in Instruction. All teachers receive professional development around planning and assessment from School Improvement Grant partners Cambridge Education is spearheading professional development, small group, and 1:1 coaching around improving teachers understanding and delivering of a coherent curriculum designed to elicit higher order thinking from students. National Urban Alliance provides professional development, small group, and 1:1 coaching on pedagogical practices that solicit high intellectual performance and amplifying student voice within classrooms and the

school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. 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.

We formed our MOSL committee made up of a heterogeneous group of teachers and the principal. The group met several times over the summer to review assessment options. The principal and UFT representative attending an 8 hour professional development in order to build more understanding. This information was then shared with the MOSL committee and used to identify the different assessment measures. As a full staff, we provided professional development on the different assessment types and how to use them to improve student performance. Teachers are then provided with additional support as needed based on student performance and teacher observations

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$74,724	X	Section F. Partnerships (Pgs. 15-17) Section H. Educational Plan (Pgs. 22-28)
Title I School Improvement 1003(a)	Federal	\$450,000	X	Section F. Partnerships (Pgs. 15-17) Section H. Educational Plan (Pgs. 20-26)
Title I Priority and Focus School Improvement Funds	Federal	\$19,082	X	Section F. Partnerships (Pgs. 15-17) Section H. Educational Plan (Pgs. 20-26)
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$0		
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$907,896	X	Section E. Instructional Staff (Pgs. 13-14)

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PEACE Academy** 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PEACE Academy** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

VI. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 596
School Name PEACE Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Lisa Reiter	Assistant Principal Amy Rodriguez
Coach	Coach
ESL Teacher Maria Tejada	Guidance Counselor Eton Bent
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Kathleen Green
Related Service Provider Sabrina Mazur	Other
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	89	Total number of ELLs	15	ELLs as share of total student population (%)	16.85%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Pull-out							4	6	5					15
SELECT ONE														0
Total	0	0	0	0	0	0	4	6	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0						0
Dual Language	0			0						0
ESL	13			2			0			15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	0	0	2	0	0	0	0	0	15
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	4					9
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1	1					4
TOTAL	0	0	0	0	0	0	4	5	6	0	0	0	0	15

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)							2	5	5					12
Intermediate(I)														0
Advanced (A)							2	1						3
Total	0	0	0	0	0	0	4	6	5	0	0	0	0	15

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
PEACE Academy uses Fountas and Pinnell to assess the early literacy skills of our English Language Learners. Based on the data collected, this information is shared with all stakeholders, including the general education ELA teacher, the ESL teacher, as well as our AIS teachers in our "Literacy Intensive" classes. Based on the initial Fountas and Pinnell assessment, we can see that the majority of our

ELL population who fall within the "Beginner" category can read a Fountas and Pinnell Level L. The trends are shared with the whole staff so that in ELA, Literacy Intensive, Social Studies, and Science classes, literacy skills are strategically targeted in small groups. Our ESL teacher pulls out our ELLs to provide additional targeted support. To ensure cohesiveness within the ESL program, our ESL teacher is tracking weekly outcomes on standards-based student work.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across NYSESLAT modalities reveal that most of our Beginner students need specific development in Listening and Speaking, while Intermediate and Advanced students need support in reading and writing. The LAB-R reveals the majority of ELLs entering the school need assistance within the Speaking and Listening domains.
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 [AMAQ tool](#))
Because the majority of ELL students fall within the "Beginner" designation in reading, writing, listening, and speaking, we programmed "Literacy Intensive" classes three times a week, in addition to students' daily English Language Arts classes. Literacy Intensive allows for more targeted instruction for students, based upon their needs, in a small class environment. Additional, strategic supports are provided through our free-standing ESL program. Students work closely with the ESL teacher for over 360 minutes a week, minimum.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Periodic Assessments reveal our ELL population falls consistently below standards, demonstrating the need for continued, targeted interventions based around vocabulary building and fluency.
 - b. School leadership programmed literacy intensive classes within the school day, in addition to ensuring students receive at least the mandated number of minutes of ESL. Additionally, results of Periodic Assessments are shared with the staff to empower teachers in the creation of strategic groupings and the creation of level-appropriate scaffolds across content areas. Scaffolds and interventions are examined weekly in grade team and department team meetings, using protocols to identify and replicate best practices.
 - c. The school administers tests in native language whenever applicable or available. The majority of assessments students are asked to take are in English.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Periodic assessments are available in native languages. A small selection of dual language books are part of classroom libraries.
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.).
We evaluate the success of instructional programs by looking at scholarship and assessment data through ATS (report REXM for longitudinal data), LAB-R and NYSESLAT data, and then comparing this information with performance in content area classes as well as analyzing performance for specific skills in the Periodic Assessments.

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](#).)

Parents enrolling students into the school begin the registration process within the main office. Based upon the initial intake interview, the pupil accounting secretary, guidance counselor, or assistant principal identifies whether enrolling students are new to the country, new to the NYC school system, or previously received ESL services in another school. Parents who need oral translation services are provided by staff volunteers. Teachers Jeanette Gonzalez, Janett Brown-Washington, and Charlie Dorschuck can accommodate parents who speak Spanish, as can School Secretary Ophelia Romero. Teachers Brook Taunton and Borris James can also accommodate parents in German. Teacher Borris James can also translate for parents in Japanese and French. Parents who need translation assistance in other languages are able to submit a request for oral translation, and services will be provided by the school. Students new to the NYC school system are administered the HLIS survey by the ESL teacher, ESL guidance counselor or Assistant Principal. Based on the results of that interview, students will be administered the Language Assessment Battery within 10 days of student enrollment. Based on this score, a student may be placed in ESL classes. Spanish speaking students are offered to take the LAB-R in Spanish, as well as English. Prior to school's commencement, the ESL teacher and guidance counselor and the Assistant Principal of ESL review students' scores on the NYSESLAT and program students for the appropriate number of ESL courses. Students who have been designated "Beginner" receive three ESL classes; those who score "Intermediate" receive two classes; and those who score "Advanced" are programmed for one ESL class. Students who score "Proficient" may be given a support class, designed to help them to improve their reading and writing skills in preparation for college. Students identified as ELLs, new admits and previously designated, are administered the NYSESLAT every spring. Reports run in ATS ensure all students are identified as ELLs, who have not received a "Proficient" score are testing according to NYS mandates. Because we are a small school, an Assistant Principal, Parent Coordinator, and ESL teacher collaborate in reviewing the REXM (exam history report in ATS), going student by student to ensure all ELLs are appropriately identified and given the NYSESLAT. Any students not designated as an ELL who need to be are reported to the Pupil Accounting Secretary, who makes changes in ATS. The Data Specialist also ensures that this information is up-to-date and accurate in ATS. Teachers administering the NYSESLAT are required to attend trainings from the Office of Accountability, or are given professional development by the Assistant Principal in NYSESLAT testing procedures. Sixth grade students are administered the NYSESLAT for Level 5-6. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 6th grade ELLs by the ESL teacher. Seventh and eighth grade students are administered the NYSESLAT for Level 7-8. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 7th and 8th grade ELLs by the ESL teacher. The Speaking section of the NYSESLAT, for 6th, 7th, and 8th graders is administered to each student, independently.

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.

For parents who selected to enroll their students into our school, prior to the beginning of the school year, parents are invited to the Parent Orientation, are advised of the ELL programs available at our school and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator. When parents who do not attend a ELL Parent Orientation, or do not respond to telephone outreach in parents' native language, the school Family Worker conducts a home visit, carrying pamphlets from the EPIC toolkit in parents' native language, explaining the differences between Bilingual, Dual-Language, and Freestanding ESL programs. Parents are advised that our school currently only offers a Freestanding ESL program, and of the schools that offer alternative programs. given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices.

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

Entitlement letters, in both English and in students' home language, are distributed through ESL classes for students who are entitled, and through the Assistant Principal and Parent Coordinator for students who are not. The Pupil Accounting Secretary, Parent Coordinator, Guidance Counselor, and Assistant Principal collaborate to ensure letters are distributed and collected. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator. For those parents who do not respond to the initial outreach from the Parent Coordinator, the Family Worker is also available to conduct a home visit with staff volunteer who speaks the parents' home language, to follow up and ensure timely collection.

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.

Upon completion of the LAB-R, parents are notified of their child's placement via letter, sent out by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator. A student's placement, as well as the additional options available throughout the district is also included in the letter. For students who have already been administered the LAB-R, they are placed in our ESL program based on NYSESLAT scores and in consultation with the ESL teacher, ESL guidance counselor and parents. Entitlement and

- placement letters are also kept in students' files, in the main office. The ESL teacher also receives a copy for her own files.
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.
Based upon the LAB-R or previous NYSESLAT scores, students designated for to take the NYSESLAT are administered the test during the NYSESLAT window. The test is proctored by grade; Listening and Speaking are administered to students individually while Reading and Writing are administered by grade. All testing procedures as outlined by the DOE Office of Accountability are followed.
 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. *D*
Most parents choose Freestanding ESL, which is currently the only program available at our school. Parents who wish to place their children in transitional bilingual or dual language programs are advised of other schools in the district that have these programs available in the parents' native language. The program models are aligned with parent requests.

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])?
 - 1a. Our school employs a pull out, free-standing ESL Model.
 - 1b. Homogeneous by proficiency level
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We employ an F-status, dedicated ESL teacher, who pulls out students in homogeneous groupings, meeting the mandated minutes required by the state to meet students' needs, dependent upon proficiency levels. Beginning and Intermediate students are

provided respectively for at least 360 minutes a week, while Advanced students are pulled out and provided ESL support for at least 180 minutes per week.

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.

Content areas as well as ESL supports are delivered in English. Content area teachers confer with ESL teacher and bilingual grade advisor to discuss student progress. Content teachers regularly meet with ESL teacher in Professional Learning Communities to discuss lesson modifications and strategies to make content comprehensible to ELLs. In addition to providing support for ELLs in vocabulary, comprehension, phonemic awareness, the ESL teacher also builds upon students' past experiences, culture, and prior knowledge and provides assistance with content area assignments..

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

Native language staff member engage in a one to one conference with the student to determine their comprehension of their native language. We will provide interpretive materials and ask them to read and explain their understanding of the subject for example a math problem or the back of a novel in their own language.

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

Both Literacy Intensive and ESL pull out address each modality based upon level and need throughout the year. Teachers continually review formal and informal assessments, and observations weekly through grade and department team meetings. The findings from the review of data drive the instruction provided throughout the content areas. Additional supports and professional development is provided through the network.

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. We do not currently have SIFE students at our school.

b. ELLs in school for less than three years receive 360 minutes of ESL classes per week designed to accelerate their academic reading, writing, listening, and speaking skills. Beginner students meet regularly with ESL teacher for targeted tutoring in content-areas.

c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with bilingual grade advisor and attend scheduled tutoring/conferences with ESL teacher.

d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ESL teacher during lunch periods for targeted tutoring. ESL classes are designed to further develop literacy and writing skills.

e. ELLs with special needs receive the mandated number of ESL classes and are assisted by bilingual para-professionals in their classes.

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?

Teachers of ELL-SWDs collaborate with the ESL teacher and assigned Special Education teacher to review students' instructional needs outlined in the IEPs and collaborate during Professional Learning Teams, preps, and professional development days to optimize materials and instruction that meet both ELL and SWD components of students. The small group pull out model also empowers the ESL teacher to focus language acquisition strategies that best suit students. Because our ESL program is a free-standing, pull out model, we are able to place students in homogenous groupings by ability

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?

Because our ESL program is a free-standing, pull out model, we are able to place students in homogenous groupings by ability.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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.
- Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since the majority of our ELLs are beginners, we are developing our current program to better meet the needs across content levels and in language development. Based upon the school's progress report, every single student in the school showed progress on statewide tests. Moving forward, we are targeting students' needs more strategically through literacy intensive classes, ESL services, as well as extending and deepening our work within our Professional Learning Communities, focusing upon shifting instructional paradigms to increase the quality of student outcomes. Additional scaffolds are in place for our ELLs, including providing content in native language to facilitate students' understanding of content area, while pushing students' progress in language development through literacy intensive.
11. What new programs or improvements will be considered for the upcoming school year?
- Literacy Intensive is a new program for this year which supplements the ESL program. We plan to expand our Title III tutoring program and plan to send content and ESL teachers to professional development sessions on delivering content to ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Sports and Arts in Schools Foundation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used including novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate, and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, and songs. From a technical standpoint, ELLs can log into the student portal of ARIS, where skill-specific activities can be assigned for each student to practice, both at school and at home. Information for logging on is sent home in a student's home language, as it was identified in the Home Language Survey (records kept in the main office). Additional enrichment materials, such as leveled libraries, are available in the ESL room, as well as every content area classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Periodic Assessments and Performance Assessments are available in native language, as well as a small portion of classroom library materials.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and correspond to ELL's ages and grade levels. ESL support is guided primarily upon the designation from the LAB-R and by grade (that is, 6th grade Beginners work together, while 8th grade Beginners also work separately).
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.
- Newly enrolled ELLs attend an orientation run by our Parent Coordinator before admittance. During this orientation, students are interviewed and a writing sample is obtained to assist in programming. All students attend orientation on the first day of the semester. For students entering the school mid-school year, the ELL (and parents, when available) meet with the Guidance Counselor and ESL teacher to discuss programming, activities, expectations, and supports available.
18. What language electives are offered to ELLs?
- No language electives are offered at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- 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 ESL teacher, Assistant Principal, and content area teachers attend professional development sessions through CFN 112. An ELL-SWD newsletter is sent to staff members who provide services and supports for ELLs, calling out important news, events, and professional development.

2. Professional development is offered weekly, every Friday, guiding all teachers through enriching their lessons and units so they are aligned with CCS.

3. All 6th grade students are provided support through the weekly advisory classes. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for middle school students.

4. Teachers receive professional development on the three designated days in the school year. These days focus on looking at student work and differentiating instruction to meet students' needs. Particular attention is paid to ELL students and students with other special needs. This year, we hope to expand professional development by sending teachers to CFN 112 workshops, and "turn-keying" the strategies they learn to the rest of the staff.:

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. All parents are invited to a Parent Orientation at the beginning of their child's career at PEACE Academy. PEACE Academy also does outreach through Engrade, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 6th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
 2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents. Staff volunteers (named in the previous section) volunteer to provide translation services. When a parent requires translation services that cannot be provided by the school staff, translation portion of the budget is utilized to provide interpretation and translation services as necessary.
 3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator. The Parent Coordinator works closely with the Pupil Accounting Secretary to quickly identify parents whose first language is not English, and anticipate the services that parents of ELLs will need so that they feel like an active part of the community.
 4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Reiter	Principal		1/1/01
Amy Rodriguez	Assistant Principal		1/1/01
Kathleen Green	Parent Coordinator		1/1/01
Maria Tejada	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eton Bent	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K596 School Name: PEACE Academy

Cluster: 1 Network: 112

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

Part A: Needs Assessment Findings

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

At the beginning of each academic year any new student entering the New York City school system for the first time completes the Home Language Inventory Survey form as part of their registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and DOE Blue Cards are distributed to every student's home inquiring about preferred oral and written language for their communication. Of the 90 students this year, Spanish speaking and Arabic parents requested translation of written documents. All DOE communications already come translated and are provided in the appropriate languages. Immediate oral translation is available from pedagogical and nonpedagogical staff members in Spanish and French.

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.

Once the Parent Survey and blue cards are returned to the school the information is turnkeyed to the Teacher Leader Team, who compile a needs assessment. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, etc are aware of the parental needs of their student's families for translation. This year the majority of our requests are for Spanish.

Part B: Strategies and Activities

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

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Staff use google translate to translate additional documents in the appropriate home language. When appropriate and feasible DOE Translation and Interpretations Service is contacted when translation is needed for longer documents and other languages.

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.

Oral interpretation services can be provided in Spanish, French and Arabic by various pedagogical and non-pedagogical staff members. In addition, students provide translation for their parents (where applicable) and other parents volunteer to provide oral translation.

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>.

All DOE documents and parent notifications are translated and provided in appropriate languages. A sign is posted at the front of the school, in various languages, indicating that translation services are available. DOE Translation and Interpretation Services are available upon request for languages other than those listed above.

