

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: VERITAS ACADEMY
DBN (i.e. 01M001): 25Q240
Principal: CHERYL QUATRANO
Principal Email: CQUATRANO@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
CHERYL QUATRANO	*Principal or Designee	
MARY ORLANDO	*UFT Chapter Leader or Designee	
JODI NATH	*PA/PTA President or Designated Co-President	
ROSEMARIE RANDAZZO	DC 37 Representative, if applicable	
DAISY OGBETA SOHA AHMED	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
CARRIE JO SEXTON	Member/ PARENT	
HARRY MAYER	Member/ PARENT	
LAURA BATTEY SAMUELS	Member/ PARENT	
DARRYL SAMUELS	Member/ PARENT	
DEBORAH KIERNAN	Member/ GUIDANCE COUNSELOR	
MELINDA SPATARO	Member/ TEACHER	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of all staff members will participate in an individualized professional development plan as evidenced by meeting agendas, PD logs, and intervisitation which will have an impact on student academic performance.

Comprehensive Needs Assessment

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

In the second year of a new school to get everyone on board with educational philosophy and determine strength and needs areas, results of one-on-one meetings staff members, addressing DOE Quality Review Statement 4.2

Instructional Strategies/Activities

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

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

1. Professional periods and shortened days built into teaching program for professional learning and Inquiry Teams. Two extra professional learning days scheduled for additional teacher trainings

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

1. Administration and entire staff

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

1. Three one-on-one meetings per year of each staff member with Principal, classroom observations, lesson and unit plans, logs of PD and intervisits, summative task results

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

1. September to June on ongoing basis.

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

1. Teachers are programmed to meet with each other to receive trainings in Inquiry. Shortened days for staff members to receive trainings based on their individual needs assessments. Teachers will receive lists of resources at their post-observation conferences.

Strategies to Increase Parental Involvement

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

We will provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children. We will share information about school and parent related programs, meetings, and other activities in a format and in languages that parents understand. All information that is included in Professional Development and PTA meetings are presented to the SLT prior to implementation. Parent can always contact the school 24/7 through Engrade and the school website.

The following parent meetings and workshops are provided during the school year:
Curriculum Night; Parent Teacher Conferences; Curriculum Fairs; CCLS Parent Workshop; Technology Trainings for parents such as Engrade, Renzulli Learning, and the school website; parent surveys to guide schedule of parent requested trainings; brochures in many languages; honor roll ceremonies at PTA meetings; SLT meetings; student planner for interaction between family and teacher; open door policy; school messenger; progress reports mailed to parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2015, 100% of lowest 1/3rd students in Grades 9 & 10, will meet the requirements set by CCLS in at least two units of study in all core subject areas as measured by the results of their initial, formative, and culminating assessments which focus on narrative, argumentative, and informational writing in literacy subjects and quantitative reasoning of real world problems in math which will have an increase in Regents scores.

Comprehensive Needs Assessment

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

- Citywide expectations
- State exams and summer projects
- Identified areas of need within our curriculum, instruction, assessment, and the “phase-in” of Common Core Learning Standards
- Quality Review Indicator 1.3 and 2.2
- High School Snapshot

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Teachers will engage in curriculum development through common planning periods and faculty conferences in conjunction with Curriculum/Staff Developer. Further development will address the identified students groups (English Language Learners and Students with Disabilities). All involved staff members will collaborate with the Curriculum/Staff Developer to create pre/culminating assessments and instructional tasks based upon curricula developed with multiple entry points. Teachers will attend workshops through our network and UConn experts to implement Renzulli Learning activities. Curriculum staff developer, along with teacher input, will develop rubrics aligned to CCLS.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Curriculum Staff Developer, Schoolwide Programs Director, Principal (Curriculum Cabinet)
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Weekly Inquiry work will be conducted by teachers. They will develop tasks collaboratively, examine student work, analyze student work, and adjust curriculum on an ongoing basis as per student needs. The Guidance Counselor, Dean of Students, as well as the SAT will participate in this process.
- D. Timeline for implementation and completion including start and end dates**
1. September to June, one per semester.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers will be programmed to meet two times per week during the day and twice a month after school. Professional development allotted to all schools, as well as two additional PD days that we will file for will be used to develop task/unit writing and curriculum development. Key network personnel and experts from UConn will be asked to work with staff members on an individual basis all year as needed.

Strategies to Increase Parental Involvement

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

We will provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children. We will share information about school and parent related programs, meetings, and other activities in a format and in languages that parents understand. All information that is included in Professional Development and PTA meetings are presented to the SLT prior to implementation. Parent can always contact the school 24/7 through the school website.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015, 100% of students will have initiated the process of creating his/her own transition plan as a first step toward their individualized College and Career Readiness Plan.

Comprehensive Needs Assessment

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

We are a second year school and want to ensure that every student is well-prepared for college, careers, and beyond. This is the way to get to know each student one at a time, which supports our mission.

Instructional Strategies/Activities

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

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

1. Each student will receive a vocational assessment to determine interests, preferences, strengths, and college and career aspirations. Each student will have one to one interview with the Guidance Counselor or staff member. Students will build on this for the next 3 years. Advisory teachers will implement the Naviance college and career plan, to identify long and short term career goals.

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

1. Guidance, advisory teachers, IEP teacher, school psychologist

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

1. Each student will personal college and career goal and academic goals for him/herself with explanation, and will re-evaluate on an ongoing basis.

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

1. All goals to be completed by end of school year.

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

1. Individual interview with school staff or Guidance counselor during advisory, as well as use of group advisory as needed to address larger groups of students at a time.

Strategies to Increase Parental Involvement

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

Parent involvement will include parent interview document, option to chaperone school trips, links to current information on school website

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Additional support by second teacher aligned with core teacher instruction by providing additional materials, resources, and learning strategies as per UDL.	Push-in, small group, as needed using a 3 tiered delivery system as a response to intervention. UDL teacher classroom strategies	During the school day
Mathematics	Additional support by second teacher aligned with core teacher instruction by providing additional materials, resources, and learning strategies as per UDL.	Push-in small group, as needed using a 3 tiered delivery system as a response to intervention. UDL teacher classroom strategies	During the school day
Science	Additional support by second teacher aligned with core teacher instruction by providing additional materials, resources, and learning strategies as per UDL.	Push-in small group, as needed using a 3 tiered delivery system as a response to intervention. UDL teacher classroom strategies	During the school day
Social Studies	Additional support by second teacher aligned with core teacher instruction by providing additional materials, resources, and learning strategies as per UDL.	Push-in small group, as needed using a 3 tiered delivery system as a response to intervention. UDL teacher classroom strategies	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling and crisis counseling, both individually and in groups provided as needed by Guidance Counselor and Psychologist. Peer mediation facilitated by Guidance Counselor.	Push-in small group, as needed using a 3 tiered delivery system as a response to intervention. One to one and small group	During and after school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All available teaching positions are posted on the Open Hire Market System. • Our school receives multiple resumes for each position and all candidates are evaluated for each position to ensure all needs are met. • Veritas Academy has collaborations with two major colleges – University of Connecticut and St. John's University. • We host student teachers from partner colleges to ensure open positions are filled with familiar candidates. • To date all staff members at Veritas Academy are "Highly Qualified" therefore all have met state requirements including: Bachelor's Degree and/or Master's Degree, state certification, along with the ability to demonstrate strong qualifications in their core academic subject areas. • Support is offered through professional development activities to assist with the necessary "Highly Qualified" requirements. • Individualized professional development plans • Mentoring for new teachers

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 members at Veritas have an individual professional development plan, including teachers and paraprofessionals. It starts with a one-on-one with the Principal in the fall, which includes goal setting. A mid-year and end of year follow up is conducted to evaluate progress. Two teacher team meetings a week and two after-school professional learnings a month are set up for ongoing trainings for all staff members to meet their goals and develop CCLS aligned units of study Observations conducted by administration on an ongoing basis with immediate feedback to teachers is provided. Network specialists come into the school to meet with individual and groups of teachers. Teachers are sent out to training as needed and provided with a list of resources to assist them with all Danielson Domains and CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Consolidation of funds are used to purchase materials and services to supplement our instructional program for all students in the school. We use our funds for materials and teacher per session for after school programs to help all our students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our school has various teacher teams that review various assessment options that have been implemented. They produce data that is used to adjust instruction for student success.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Veritas Academy believes that parent involvement in the education process is a vitally important factor in our children's education. Parents are a child's first educator. Our Parent Involvement Plan strives to nurture a meaningful and mutually satisfying and productive relationship between the students, parents, staff, and community-based organizations involved with Veritas Academy. We wish for our students' parents to be involved to feel WELCOME and help us make a difference in their children's education.

Following is a description of measures in place to ensure growing parental involvement at Veritas Academy:

Veritas Academy's parents show their support for the school by participating in the Parent Teacher Association and on the School Leadership Team, attending Curriculum Night, and Parent-Teacher conferences.

Communication between the parents and the school is a top priority for Veritas Academy. Parents are kept informed and involved in their children's academic life through School Messenger, e-mails, the school planner, Engrade, Renzulli Learning, and the school website, www.theveritasacademy.com.

Veritas Academy also distributes parents' students' and staff needs assessment survey on a regular basis. The results help determine areas of interest, as well as those in need of improvement or change. Technology workshops are given as per parents' requests as well as on pre-determined topics such as Renzulli Learning, Engrade, and ARIS training. With the assistance of administrators, staff, parents and students, Veritas helps its students not only achieve, but surpass all performance standards.

Each semester, the students who have achieved Honor Roll and/or 100% Attendance are celebrated during a PTA assembly. The student bulletin board proudly displays Honor Roll and Perfect Attendance achievers. Veritas Academy strives to instill in its students a feeling of pride in all their accomplishments to motivate them toward ever-increasing successes.

Veritas Academy hopes to establish and maintain a strong parent, staff and student relationship; one which will honor and celebrate its students' academic success, progress, attendance, and discipline. We want all parents to be involved in their children's school lives and are open to finding any and all ways to accomplish this.

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

As a staff member at Veritas Academy, I agree to:

- o Provide a stimulating and rigorous education to help your child reach his/her highest potential.
- o Strive to present the instructional material in a stimulating and informative manner.
- o Meet the academic needs of your child through class work and homework.
- o Provide assessment and feedback on how your child is progressing academically.
- o Offer a happy and healthy school environment and be available to actively participate in your child's education.
- o Maintain accurate records of any request or concern submitted by a parent.
- o Continue to enforce and observe the parents' and students' rights to privacy and confidentiality
- o (as outlined in Chancellor's Regulation A-820 in compliance with the Family Educational and Rights to Privacy Act.)

As a parent of a child at Veritas Academy, I agree to:

- o Make sure my child attends school daily and arrives promptly at 7:50 AM.
- o Communicate with my child as to his/her performance and play an integral role in assisting in his/her learning.
- o Be as involved as possible with my child's education
- o Be included, when appropriate in decision-making pertaining to his/her educational/disciplinary actions.
- o Check with my child for any information sent home and check Veritas Academy's e-mails.
- o Be available for all parent/teacher conferences and communicate with the staff pertaining to any of their concerns
- o (including classwork, homework, and behavior)
- o Allow reasonable time for the school to respond to any request or concern I submit.
- o Check Engrade on a regular basis

As a student at Veritas Academy, I agree to:

- o Be in attendance every day and arrive at 7:50 AM.
- o Come to school prepared for instruction and ready and willing to learn.
- o Actively take part in class activities, complete all my class work and homework in a timely fashion.
- o Behave and follow the directions of the staff members at all times.
- o Deliver all hand-outs and flyers to my parents upon receiving them.
- o Be kind and respectful to all staff and peers.
- o Wear my school uniform every day

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 25Q240

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	Funding Amount:	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 #
	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’15 school	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	\$98,685.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,554,816.00	X	See action plan

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.

**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 25	Borough Queens	School Number 240
School Name Veritas 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 Cheryl Quatrano	Assistant Principal
Coach Melinda Spataro	Coach
ESL Teacher Dana Murillo-Romeo	Guidance Counselor Lisa Bongiovi
Teacher/Subject Area Gina Paese	Parent N/A
Teacher/Subject Area	Parent Coordinator Connie Scalici
Related Service Provider Jessica Wyllins	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	2
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	124	Total number of ELLs	12	ELLs as share of total student population (%)	9.68%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in										5				5
Pull-out										1				1
Total	0	0	0	0	0	0	0	0	0	6	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	5

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
Dual Language										0
ESL	2	1	2	5	1	0	5	0	4	12

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	2	1	2	5	1	0	5	0	4	12
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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										10				10
Chinese										2				2
Russian										0				0
Bengali										0				0
Urdu										0				0
Arabic										0				0
Haitian										0				0
French										0				0
Korean										0				0
Punjabi										0				0
Polish										0				0
Albanian										0				0
Other										0				0
TOTAL	0	12	0	0	0	12								

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)										4				4
Intermediate(I)										1				1
Advanced (A)										7				7
Total	0	12	0	0	0	12								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	9	1	0	0	10
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	4	0	5	0	1	0	0	0	10
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1	0	5	0	4	0	0	0	10

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	1	0	1	0
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All incoming students at Veritas Academy are assessed with the New York City Performance Assessment in English. The results of this assessment are used to plan and guide instruction for both the ESL and content area teachers.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

It is evident that the majority of our ELLs in ninth grade are advanced and very close to testing proficient. The individual NYSESLAT scores on the parent report tells me that these students need to be given explicit and specific instruction in these areas in order to move them into the area of proficiency. We do have some beginning students that are either SIFE, special education, or alternate assessment. At this time we only have a ninth grade class.

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

N/A

4. For each program, answer the following:

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

Since Veritas Academy opened in Septemeber seven out of our twelve ELLs are advanced. After looking at their individual NYSESLAT scores it is also clear that about half of the advanced students missed the proficient mark by a point or two. This tells me that these students need to be given explicit and specific instruction in these areas in order to move them into the area of proficiency. A focus on goal setting with individual students as well as individual conferencing can help to guide these students to focus on these specific areas. We do have some beginning students that are either SIFE, special education, or alternate assessment. Veritas is a wonderful place for all of these students because it offers a hands on education in a small setting. SIFE students and special education students will be working with the Rosetta Stone program and they will also have one on one instruction with the ESL teacher in order to build some of the foundations that they are lacking. Considering that we have a freestanding ESL program native language is used to support our students' second language development. We encourage the students to continue using their native language in and out of school. We are looking to expand our native language library as we grow as a school. The native language development of our ELLs is also supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. The ESL teacher uses New York City's Department of Education translation website to translate material for the students if the material will support the learning of 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?

During our team planning meetings the ESL teacher and content area teachers discuss how to incorporate multiple points of entry for ELLs in lessons and tasks. The ESL teacher provides the content area teachers with scaffolds and sentence frames that can be used to help develop the students' academic and social language and help them in the content areas. The goals for each individual student are shared during the meetings among the content area teachers so that they are aware of the specific goals that we have for each ESL student. As the ESL teacher gathers data throughout the year regarding the ESL students she shares it in team planning and inquiry meetings.

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.).

This is the first year that Veritas Academy is open. We will evaluate the success of our program next year when we get the results of all New York State 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](#).)
All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what language other than English is spoken at home. The ESL teacher reviews the HLIS and conducts an informal oral interview with both the parent and child. A translator will assist in conducting the interview as necessary. The ESL teacher determines Language Assessment Battery - Revised (LAB-R) eligibility. If the HLIS indicates that the child uses a language other than English, within 10 days of entering the school as a new admit, the ESL teacher will administer the LAB-R. Performance on this exam determines whether the child is eligible to receive state-mandated ESL services. Students who score below proficiency on the LAB-R become eligible for ESL services and are provided with the Entitlement Letter that can be found on the Department of Education website. The students who have taken the LAB-R, and whose home language is Spanish must also take a Spanish LAB to determine underlying transferable skills in Spanish and language dominance. Parents of students who scored at or above proficient on the LAB-R are sent letters of non-entitlement. These letters are sent to their parents in their home language along with a notice informing them of a Parent Group Orientation meeting. During this entire process parents are always supported with a translator and translated materials in their home language as needed.
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.
Once the necessary students have been given the LAB-R/LAB and the exams are scored on site, parents of entitled students are given entitlement letters in their home language. At this time parents are invited to an orientation held in the the school by the ESL coordinator and the parent coordinator. Translators are always present when necessary or indicated by the parent as per the Parents' Preferred Language Form. During the Parent Program Orientation the ESL coordinator provides the parent with the opportunity to view the Parent Orientation Video in the parent's home language. Once the Parent Orientation Video has been viewed the ESL Coordinator will provide the parent with an ELL Parent Brochure in their home language which further explains the three program choices offered in New York City. After the parent has the opportunity to view the materials the ESL coordinator will answer any questions that the parent has. A Parent Survey and Program Selection Form will be handed out in order for the parent to make the best choice regarding their child's education.
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 [\[see tool kit\]](#).)
Once the LAB-R has been administered and scored, letters of entitlement and non-entitlement are sent home to the parents. Students that score below proficient on the LAB-R are sent letters of entitlement to notify the parents that their child is entitled to English as a Second Language Services. The parents are also given a date and time to attend the Parent Program Orientation hosted by the school. After the parent attends the Parent Program Orientation the ESL coordinator will collect the Program Selection forms. Once all of the forms are returned, copies are made and filed in the ESL coordinator's records. The student is then placed in their chosen program.
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.
All identified ELL students are placed in the program selected by the parents on the Program Selection form. This information is then entered in ATS (ELPC Screen) within 20 business days of the student's enrollment. At Veritas Academy we have a freestanding ESL program. Parents and students that select a transitional bilingual education or a dual language program work with the ESL coordinator and guidance counselor to find an open spot in another school that has the program they would like to enroll in. All communication with the parent is supported with a translator if the parent indicates that he or she needs one. This year at Veritas Academy we did not have students that were eligible to take the LAB-R, therefore we did not hold a Parent Program Orientation. All of our current ELLs wish to be in our freestanding ESL program.
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.
In the beginning of the year the ESL coordinator orders the New York State English as a Second Language Achievement Test (NYSESLAT) for the ELL population in the school. Weeks prior to the administration of the NYSESLAT, the ESL coordinator works along side the testing coordinator to create a schedule that aligns to the testing window allocated for the NYSESLAT by New York State. The ESL coordinator attends rubric training in the spring and selects a NYSESLAT committee to help administer and score the NYSESLAT. The ESL coordinator will turnkey the information provided from the rubric training and train the NYSESLAT committee on how to score the NYSESLAT according to the training guide provided by New York State. All students taking the NYSESLAT are

provided with a letter that will inform them and their parents of when the NYSESLAT is going to be given. All letters are sent home in the parent's home language. The speaking subtest is the first portion of the NYSESLAT to be administered. The speaking test is administered by the student's teacher while a disinterested teacher listens simultaneously and scores the student's responses. The speaking portion is administered individually. The listening, reading, and writing subtests are administered next. However, each subtest is administered on a different day within the testing window.

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. 
Veritas Academy is a new school this year. We have not had LAB-R eligible students at this point and all of our current ELLs are enrolled in our Freestanding ESL program. At this time we have not had parent requests for programs other than Freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The program at Veritas Academy consists of both push-in and pull-out services. The ESL teacher pushes-in to three periods of 9th grade general education English and three periods of 9th grade self-contained English. The ESL teacher also pushes-in to the self-contained United States History class two times a week. The ESL teacher and content area teacher plan for push-in periods a week in advance. During this planning time the ESL teacher and content teacher will decide whether to teach the group as a whole or work in small groups. These decisions depend on the content that is being taught as well as student performance. The general education and self-contained classes are group heterogeneously. The ESL teacher pulls students out to work in small groups five times a week. During the pull-out part of the program students are pulled in small groups. Two of the pull-out groups are homogeneous while the other three groups are heterogeneous.

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)?

All students are programmed to meet their mandated amount of instructional minutes by the ESL coordinator and the programming coordinator. Beginning students are programmed for 12 periods a week (540 minutes), intermediate students are programmed for 8 periods a week (360 minutes), and advanced students are programmed for 4 periods per week (180 minutes).

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

The ESL teacher pushes-in to content area classes. All content area classes are taught in English. The ESL teacher and the content area teachers work together to provide multiple entry points for the students. By building appropriate scaffolds the ESL students are able to complete the rigorous tasks that our non-ELLs are completing. At Veritas Academy our emphasis and use of accountable talk also provides ESL students with the stepping stones that they need to engage in academic discourse with their peers and feel comfortable with classroom conversation.

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

N/A

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

Reading, writing, listening, and speaking are all built into the ESL and English Language Arts teaching periods. The ESL teacher uses the NYSESLAT individual parent reports to align student goals to the ESL curriculum. The ESL teacher meets with content area teachers during common planning time to make sure that reading, writing, listening, and speaking are built into daily routines and lessons. The ESL teacher shares best practices for ESL students with the staff such as, the Frayer Model and Shades of Meaning for vocabulary development, the SIOp (Sheltered Instruction Observation Protocol) model, and Accountable Talk. The materials that the ESL department orders this year will be aligned to the NYSESLAT and the common core learning standards in reading, writing, listening, and speaking. The ESL teacher will use these materials to assess the students in all four modalities throughout the year.

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).

One of our SIFE students has an alternate placement language paraprofessional. This helps him to communicate in Spanish and English. He is also able to receive instruction in Spanish and English in all subject areas. Both of our SIFE students have Rossetta Stone accounts. This is a brand new program that we are piloting. If we see growth in our SIFE students after this year we will continue to use this program. SIFE students are grouped one on one or in pairs for pull-out classes. This allows us to give the students the individualized instruction that they need. All of our students have been in the country for at least 3 years. Students receiving ELL services for 4 to 6 years as well as our long-term ELLs are seen by our Academic Intervention Services (AIS) specialist two times a week in addition to their mandated ESL services. All of the faculty members are given a data sheet in the beginning of the year that provides them with information regarding the students' years of service. The ESL teacher works with the content area teachers in order to provide them with information and strategies that will be helpful for this particular population of students. All former ELLs that have tested proficient within the last two years are seen by the ESL teacher during push-in periods, so that the ESL teacher can provide the students with extra support in the content area. Former ELLs that have tested proficient within the last two years are also given the same testing accommodations as our ESL students.

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?

The ESL teacher's schedule is programmed to meet the diverse needs of ELL-SWDs in the least restrictive environment. The Veritas Academy ICT program provides students with disabilities to travel and interact with their general education peers in all classes while receiving support from the ICT teacher as well as the content area teacher. The ESL teacher supports ELL-SWDs by pushing-in to their English Language Arts class three times a week. During this time students are usually grouped heterogeneously in order to create a setting in which the students can perform to the best of their abilities and learn from each other. The ELL-SWDs in the self-contained classroom are also seen by the ESL teacher during English Language Arts and Social Studies. The self-contained teacher and the ESL teacher collaborate to plan lessons that are well suited for the learning styles and needs of each student. This small classroom setting is a positive environment that emanates academic and social success for individual students.

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?

The collaborative efforts made by the content area teacher, ICT teacher, and ESL teacher foster an environment that is conducive to learning and academic growth. Time during team planning meetings are allocated for these teachers to look over and assess student IEP goals. Each student's IEP goal and action plan is reviewed on a monthly basis in order to ensure that ELLs attain English

proficiency.

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

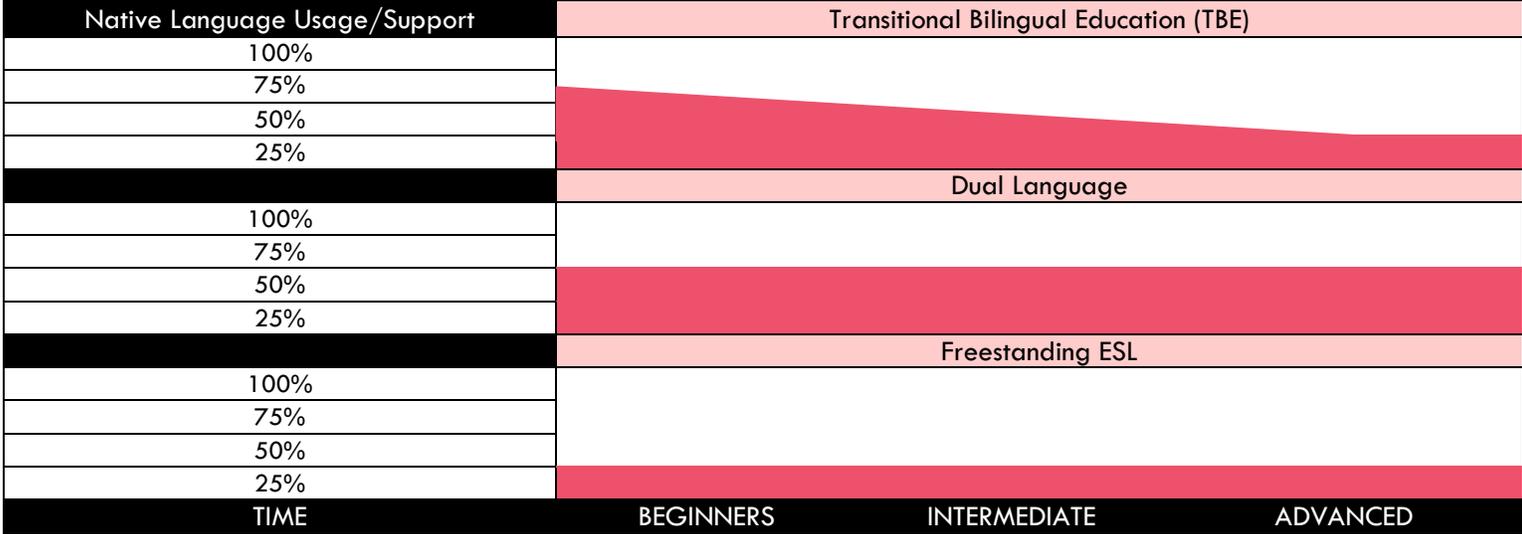
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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 intervention programs for ELLs in ELA, math, and other content areas include small group instruction, peer tutoring, differentiation, AIS services, and after school programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is meeting the needs of our ELLs in both content and language development by looking at data (state exams from the year before and formative and summative assessments throughout the school year) and providing the students with data driven instruction in small groups. As a Renzulli school all students take an interest-a-lyzer in the beginning of the year. This information provides the teachers with the interests and learning styles of all of the students. This information is also used to determine how students should be grouped.
11. What new programs or improvements will be considered for the upcoming school year?
After our first year in existence we will evaluate what was successful for our students and continue to look into new programs for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
At this time we are exploring all of our options for new programs and services. As a first year school we don't have any programs to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are given equal opportunity and encouraged to participate in all school programs. Veritas Academy offers a wide variety of programs for all students. Students can receive enrichment and extra support with our Achieve Now program. Achieve Now is a regents preparation program that meets multiple times a week for math, social studies, and science. Saturday Academy at Veritas is another program for our students that focuses on instruction in math, literacy, music, and art. At Veritas, we are fortunate enough to have professors from the University of Connecticut teach our math and literacy classes. All ninth grade students are encouraged to participate in these educational opportunities. At Veritas Academy we have several electives that are engaging and academically rigorous. Some of the electives offered include but are not limited to: Business and Marketing, Digital Software and Technology, American Sign Language, Sports and Sportsmanship, and Youth Poet Laureates.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The selection of instructional materials is ongoing at this time. Teachers use a variety of articles and informational text from publications such as The Learning Network, The New York Times, The Wall Street Journal, and The Washington Post to name a few. Our beginning SIFE students are currently using Rossetta Stone as one tool for language development. Renzulli Learning, a technology based system and website that supports and enhances the learning that is taking place in the school is also used to support ELLs. Renzulli Learning is known best for engaging the students in a topic and educating them in the way that each individual student learns best. NYSESLAT workbooks are leveled by grade and fully aligned with the common core learning standards.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The native language development of our ELLs is supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. Students are also encouraged to read books in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All support services and resources correspond to the ELLs' ages and grade levels by making sure that age and grade appropriate material is used for instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
This year we do not have newly enrolled ELL students. In years to come we will have a welcome program for the newly enrolled ELLs and their parents. At the beginning of each school year newly enrolled ELLs and their parents that are a part of the welcome program will receive information about the school and its community on an ongoing basis. Field trips and workshops will be held in order to help the students and their families acclimate to the school and community. Students that enroll throughout the school year will also be a part of the welcome program and its activities.
18. What language electives are offered to ELLs?
All students at Veritas Academy are offered Spanish as a foreign language. We offer American Sign Language as an elective and

our Korean Culture elective also introduces students to the Korean language. We are look forward to offering a variety of languages as we expand our school.

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

N/A

C. Professional Development and Support for School Staff

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

Veritas Academy provides a variety of workshops to help teachers increase their professional knowledge on how to be more supportive of English Language Learners, strategies to improve instruction in all content areas and embracing cultural diversity to improve learning. Teachers attend in-house professional development and are encouraged to attend outside professional development sessions throughout the year. A bi-weekly team planning meeting is programmed into all of the teachers' schedules. Our in-house professional developments as per Jose P. are held during team planning meetings on Tuesday and Thursday mornnigs. A portion of team planning is designated to "Kid Talk" which allows teachers to meet as a grade level and discuss the progress of specific students in each content area. During our team planning meetings all content area teachers are taught strategies to deepen their knowledge of best practices for ELLs by the ESL teacher. At this time teachers are given strategies on how to support ELLs while delivering common core aligned instruction. The ESL teacher is scheduled to attend seven monthly liason meetings with the network, and will turnkey the information to all teaching staff during the scheduled team planning meetings. At this time our focus is on building multiple entry points for students in common core aligned tasks in each content area.

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?

At Veritas Academy we actively seek to have strong parental involvement among all of the parents and our students. Providing them with a variety of opportunities for participating is our main goal. The administration, teachers, Parent Coordinator, and our Parent Teacher Association (PTA) work cooperatively in reaching out to all parents and parents of ELLs are given equal opportunities and access to all activities. Some activities include workshops, meetings, parent breakfasts with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak different languages are invited to assist in the translation. Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our ELL students. The Parent Coordinator works closely with the bilingual paraprofessionals and the ESL teacher to make arrangements for all ELL parent orientation meetings, and follow-up phone calls of those unable to attend. All school events are posted on our school website and a biannual parent survey is sent home. ELL parents are given the option to respond in their native language. All grades are posted on Skedula, an online system that provides parents with a snapshot of their students' progress.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01