

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

School Name: A.C.E. ACADEMY FOR SCHOLARS AT THE GERALDINE FERRARO
CAMPUS

DBN (i.e. 01M001): 24Q290

Principal: MIEASIA HARRIS

Principal Email: MHARRIS62@SCHOOLS.NYC.GOV

Superintendent: MADELENE TAUB-CHAN

Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mieasia Harris	*Principal or Designee	
Kathryn Gianatiempo	*UFT Chapter Leader or Designee	
Selina Aquino	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jose Jimenez	Member/ UFT	
Tabitha Auricchio	Member/ UFT	
Donna Gore	Member/ UFT	
Patricia Farrell	Member/ Parent	
Arminda Crisostomo	Member/ Parent	
Doris Jonczyk	Member/ Parent	
Jenny Forman Sarno	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Aligned with the capacity framework elements around effective school leadership and collaborative teachers: By June 2015, administration will conduct at least 4 formative classroom observations and provide all teachers with feedback and professional development to support improved practice within or to the next level on identified components as measured by the Danielson Framework for Teaching. Our goal is to improve teacher effectiveness through observations, targeted feedback and professional development to actively support teacher growth aligned to the 2014-2015 Citywide Instructional Expectations around knowledge of students, collaborative professional learning and our instructional focus.

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.

On our 2013-2014 Learning Environment Survey 72% of teachers indicated that school leaders give them regular and helpful feedback on *their* teaching. 100% of teachers indicated that school leaders visit classrooms to observe the quality of teaching at *their* school. Lastly, 88% of teachers indicated that school leaders place a high priority on the quality of teaching. Additionally, our school 2012-2013 Quality Review Report indicated, "The school has established highly effective systems for strategically observing and monitoring teacher practice with a clear focus on improving pedagogy and student performance. (4.1)." The systems and feedback are a helpful practice that we will sustain to support our scholars with success.

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

- (i) Teachers self-assess on selected components of the Danielson Framework for Teaching and use scholar data to determine their growth from September through June. Teachers develop assessments to measure their effectiveness based on scholar achievement.
- (ii) Individual teacher professional development plans were created for each teacher. Teachers monitor and log their professional development to ensure it is aligned with what they need for their scholars to achieve academic excellence. Finally, administrators keep and share with teachers a log of teacher professional development with delineated next steps for progress and movement to the next level within the Danielson Framework for Teaching continuum for specific components.
- (iii) School leaders will create a schedule, observe teachers/classroom instruction, and provide actionable feedback using the Danielson Framework for Teaching. Additionally, teacher progress will be tracked to support their professional development. Lastly, various data will be collected and analyzed to determine teacher effectiveness and scholar achievement. Teachers record their scholar data on spreadsheets where they can identify subgroups and trends. They then adjust their instruction accordingly and continue to monitor scholar mastery of objectives. We then plan accordingly and support teachers based on scholar achievement and observations.
- (iv) Teachers will engage in coaching cycles where they co-plan, co-teach and debrief their lessons with an administrator or a coach before the informal/formal observation cycle begins to reinforce big picture overarching community expectations and co-construct specific scholar expectation in each teacher's classroom.

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

- (i) Teachers, Danielson Framework, Scholar Data, CCLS Aligned Assessments, Benchmarks
- (ii) Professional Developments Logs, Activities to Engage In, Time to Reflect on and Complete the Log, Time Allotted for Teacher Share w/Colleagues and Supervisors
- (iii) Transparent Scholar Tracker, CCLS Aligned Curriculum, Schedule and Formal and Informal Observations

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

1. (i) Teacher Goals Created Based on Scholar Data
2. (ii) Teacher Professional Development Logs Tracked and Updated In
3. (iii) Administrators will provide actionable feedback and teachers will attend quality professional development that will support their movement on the Danielson Framework from one component to the next in a positive direction.

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

August 2014 Summer Retreat (delving into 8 components; sustaining Well-Developed)	September IPCs Classroom Culture Walkthroughs Observations Coaching Cycles Begin	October Observations PD Reflection Submitted (updated Monthly hereafter)	November Observations PD Reflection Update	December Observations PD Reflection Update	January Observations PD Reflection Update
February Mid-year Conversations Goal-Check-In Classroom Culture Walkthroughs Observations	March Observations PD Reflection Update	April Observations PD Reflection Update	May Observations PD Reflection Update	June EOY Conversations PD Reflection Against Goals	

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

In-house PD Days (August Retreat, Election Day, Chancellor’s Day, etc.); Common Planning; Vertical Planning; Substitute Support Day; Formal & Informal Observations Cycles; Peer Inter-visitation; A.C.E. Professional Development Academy: Trimester Choice Differentiated Professional Development based on Teacher Surveys (led by teachers in collaboration with Administrators and Coaches) Alternate Monday Best Practice Shares, Outside Professional Development Book Club/Articles/Videos

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 continue to share goals, scholar progress, and partner with families to support scholar success.

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

N/A

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.

Aligned with the capacity framework elements around rigorous instruction and cultivating a supportive environment: By June 2015, as indicated by our instructional focus, 100% of scholars will make active use of teacher, peer, and self-feedback as evidenced by scholar work products, questions, and discussions that reflect high levels of evidence based thinking, participation, and ownership.

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.

Last year, although teachers implemented teacher and scholar rubrics we found scholars needed additional support with how to make active use of their self-reflection, teacher and scholar feedback in their work. As such, we have created several supports to facilitate the aforementioned.

In addition, as indicated by our 2012-2013 Quality Review, "Teachers succinctly use a myriad of assessments aligned to curriculum that guide and inform instructional decisions in order to establish a clear understanding of the performance of students. (2.2)." As such, our assessments revealed that scholars would benefit from additional support in developing evidence based writing to support higher-ordered thinking. This goal supports the same.

In addition, based on the 2013-2014 Learning Environment Survey, 89% of teachers feel that the school has clear measure of progress for scholar achievement throughout the year. We use scholar work products to evidence our clear measure of progress for scholar achievement.

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

- (i) Strengthen the school's system for supervising and supporting teacher development, paying particular attention to the instructional focus around feedback.
- (ii) Support teachers and teacher teams in planning lessons and units, strengthening their teaching practices, looking at scholar work for evidence of learning and gaps and making purposeful adjustments to narrow the gap between what the standards require and what scholars know and are able to do.
- (iii) Ensure teachers' deep understanding of the components of Danielson's *Framework for Teaching* included in the new teacher evaluation and development system to help improve instruction and scholar learning.
- (iv) Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to the Danielson Framework for Teaching, Common Core Learning Standards, and other content standards.
- (v) Align supervisory practices to the Danielson Framework for Teaching.
- (vi) Support teachers with the implementation of measures of student learning (MOSL).

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

1. Per Session Funds
2. Coaches
3. Administrative Support
4. Teachers
5. Classroom Resources

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

1. Review of scholar work connected to feedback at the beginning, middle and end-of-the-year
2. Identify Scholar Trends
3. Identify PD opportunities for teachers and administrators
4. Create schedule for classroom visits

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

1. Fall September of 2014 - Spring June 2015

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

1. Per Session for Subs for Teacher PD
2. Per Session for Planning, Review of Scholar Work & Adjustment of Curricular Plans

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 continue to share goals, scholar progress, and partner with families to support scholar success.

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

We will continue to share goals, scholar progress, and partner with families to support scholar success.

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.

Aligned with the capacity framework element around strong family-community ties: By June 2015, we will engage parents as an integral part of the A.C.E. Academy for Scholars ~ PS 290Q school community academically and socially to increase scholar achievement. At least 70% of our population will attend at least two parent events, including PTA meetings, school events and workshops as evidenced by sign-in sheets, surveys and records of attendance.

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.

On our 2013-2014 Learning Environment Survey 35% of families indicated they never attended a parent teacher association meeting. In addition 3% have never attended a parent teacher conference. As such, we will ensure that all families receive information, have full access to all of the workshops, programs and offer scholar performances at parent teacher association meetings and other events that we offer.

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

Use survey to gather information.

Develop and hold workshops targeted to meet parent need based on surveys disseminated.

Hold regular PTA, SLT and SET (School Effectiveness Team) meetings

Hold workshops for parents around Common Core Learning Standards and the Citywide Instructional Expectations Standards (Supports At Home)

Engage in school activities such as Math and Science as well as Curriculum Night

Invite parents to quarterly social gatherings

Invite families to Parent Teacher Conference Meetings

Identify outside agencies to support families and lead parent workshops

Certify Parent Volunteers to work in the school

Send home progress reports and newsletters with strategies families can use at home to support their child

Create Parent Committees for Translations, Grant-writing, School Beautification and Technology

Invite parents in for academic celebrations as well as Dramatic Arts and Music Performances

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

PTA, School Leadership Team, and School Effectiveness Team

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

Measure parent survey responses.

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

Fall September of 2014 - Spring June 2015

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

Partnerships with community organizations
Per Session for School Meetings

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 continue to share goals, scholar progress, and partner with families to support scholar success.

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

N/A

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.

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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.

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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).

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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.

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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.

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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.

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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).

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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.

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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	Guided Reading, Interactive Writing, Foundational Skill Development, Speaking and Listening Activities	Small group, one-to-one and tutoring	During the school day
Mathematics	Math Foundational Skills and Higher-Ordered Thinking	Small group, one-to-one and tutoring	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group, one-to-one	Small group, one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

- providing materials during Curriculum Night, and training during Parent Teacher Association meetings to help parents work with their children to improve their achievement level;
- providing parents with information regarding the Common Core Learning Standards and Citywide Instructional Expectations so they can effectively become involved in planning and decision making to support the education of their children;
- fostering a caring and effective home-school partnership by creating a welcoming environment and providing information to parents regarding their child's progress via progress reports, report cards, and grade level newsletters, so that they can monitor and participate in their child's academic and social-emotional progress;
- providing assistance to parents in understanding City, State and Federal standards, requirements and assessments; and
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand by translating all materials in their requested native language.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct two annual evaluations to determine the effectiveness of our parent involvement policy.

In addition, based on feedback we received last year, in order to increase and improve parent involvement and school quality, we will:

- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and our Technology, Fundraising and Grant Writing, Academic and School Beautification Committees;
- conduct parent workshops including, but not limited to the following topics, Nutrition, Asthma and Obesity, and Literacy, Mathematics & Childhood Development;
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program; and
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, the Quality Review Report, and the Learning Environment Survey Report;

Finally, we realize it is important to support our families holistically – academically, professionally, socially and emotionally. As such, we will engage in the activities below to support this goal:

- annual parent orientation;
- family barbeque and multicultural extravaganza;
- career day, where information is shared with parents and scholars regarding various career paths;
- encouraging meaningful parent participation on all teams, associations and committees;
- establishing a Parent Resource Center;
- creating a lending library and other instructional materials for parents;
- hosting events to support women asserting leadership in education for their children, such as the Mother's Day Breakfast;
- hosting events to support, men asserting leadership in education for their children, such as the Father's Day Breakfast; and
- encouraging more parents to become trained school volunteers.

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

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

I. School Responsibilities

We are committed to providing an excellent, well-rounded educational experience for you and your child! We are glad that you are here! Collaboration is an important tenet of our school and we depend on strong participation from you and our community at large. With your help, we can continue to make PS 290 Elementary School a vibrant, rigorous, rich and fun experience for all scholars.

Through personalization, we provide our scholars with interdisciplinary learning opportunities to help them develop a greater sense of self and the world. Our staff is **accountable** and responsible for every child's academic, social and emotional development, and all scholars at PS 290 develop the **courage** to achieve academic **excellence**. Our core values are: **Accountability**: Be Accountable; **Courage**: Be a Courageous Learner; and **Excellence**: Always Do Your Best. Our goal is that each child develops the skills s/he needs to meet or exceed all academic standards. At PS 290 Elementary School, parents can expect regular communication between school and at home, which includes, but is not limited to:

- **Performance Notes**: As necessary teachers send home performance notes to update parents on their child's progress. These notes must be signed and returned to school the next school day.
- **Grade Newsletter**: Every month teachers publish a newsletter to keep families up to date with PS 290 Elementary School news and scholar achievement.
- **Curriculum Night**: Parents come in to discuss elements of the curriculum taught, learn, and provide suggestions on home-school extensions.
- **Conferences**: Report card conferences are held twice per year. In addition, families, teachers, or the principal can arrange individual conferences.
- **Parent Teacher Association (PTA)**: We have a very active PTA. All parents, guardians and care takers are encouraged to participate. Contact our parent association president and check the family bulletin board for updates and additional information.

We have an open-door policy. You are encouraged to participate in your child's learning!! Here are some additional ways you can collaborate with us:

- volunteer to assist in classrooms and labs and serve as facilitators;
- attend field trips;
- facilitate and attend family game night: Math, Literacy, Global Connections, and Arts & Sciences games; and
- assist with fund raising events.

Again, your active participation is integral to our success. Our collaboration will ensure our scholars internalize our creed: "*We believe we can do all things and become anything we dream. We are responsible for ourselves and our actions. We have compassion for others and we will create a better world. If we believe, and work hard at it, we will achieve.*"

In addition we will do the following to ensure your child excels at PS 290:

- Provide high quality curriculum and instruction consistent with State Standards to enable all scholars to meet or exceed expectations;
- Respect cultural, racial and ethnic differences;
- Create a safe, supportive and effective learning community for scholars and a welcoming respectful environment for parents and guardians.

II. Parent/Guardian Responsibilities:

Please collaborate with us by doing the following:

- monitor your child's attendance and ensure that your child arrives to school on time as well as follow the appropriate procedures to inform the school when your child is absent;
- ensure that your child comes to school rested by setting a schedule for bedtime based on the needs of your child and his/her age;
- check and assist your child in completing homework tasks, when necessary;
- read to your child and/or discuss what your child is reading each day;
- set limits to the amount of time your 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 your child to follow school rules and regulations and discuss the aforementioned with your child;
- volunteer in your child's school or assist from home as time permits;
- participate, as appropriate, in the decisions relating to your 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;

Here are opportunities and ways you can be involved:

Parent Teacher Association

If you are looking for an excellent way to get involved at PS 290, then you may want to consider joining the Parent Teacher Association. The Parent Teacher Association is a dedicated group of parents that coordinate monthly meetings and organize school-wide fundraisers. Officers will be elected at the first meeting in September.

Meetings with School Faculty

PS 290 welcomes parental input and involvement. If you would like to meet with your child's teacher or any other faculty members, please schedule an appointment to ensure everyone's availability.

Volunteering at PS 290

PS 290 is a service-oriented school, so we love parent volunteers! You can donate your time, talents, or treasures to help our school. Please contact the Parent Outreach Team to arrange a time to come in and discuss what you would like to do to help. Your help and support is greatly appreciated.

Curriculum Nights

Families who participate in Curriculum Night will learn about what your child is learning during upcoming units, as well as receive strategies to work on at home that will support your scholar's efforts at school.

Parent Teacher Conferences

There are two specific times during the year where PS 290 hosts Parent Teacher Conferences. A family member must be present at these conferences in order to obtain their child's report card.

III. Scholar Responsibilities:

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time;
- follow the school rules and be responsible for their actions;
- show respect for themselves, other people and property;
- resolve disagreements or conflicts peacefully;
- always do their best - excellence.

In addition, scholars will uphold the values of the ABCs of PS 290 - scholars know what is expected of them and teachers work to foster scholar independence around the following principles:

The ABC's of PS 290

Always be accountable

Be courageous

Citizenship

Dedication to excellence

Effort = Success

Friendship

Go Green!

Help others

Imagine

Journey to college

Kind to others

Listen carefully

Mind your manners

Neat and organized

One mic

Prepared to learn

Question

Respect

Study

Take initiative

Uniform

Volunteer

Wonder

Xenial

Yes you can!

Zest for learning

**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 24	Borough Queens	School Number 290
School Name A.C.E. Academy for Scholars ~ P.S. 290Q		

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 Mieasia Harris	Assistant Principal Shaun Porter
Coach type here	Coach type here
ESL Teacher Ellen Delesu	Guidance Counselor type here
Teacher/Subject Area type here	Parent Joann Lawson
Teacher/Subject Area type here	Parent Coordinator Margarita Jimenez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	278	Total number of ELLs	26	ELLs as share of total student population (%)	9.35%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)
				0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	26	0	7	6	0	1	0	0	0		32

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	26	0	7	6	0	1	0	0	0	32
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	3	1	7	4										15
Chinese	1	1	1	0										3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	3	2	1										7
Albanian														0
Other				1										1
TOTAL	5	5	10	6	0	26								

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	2	1	0										7
Intermediate(I)	0	0	3	1										4
Advanced (A)	1	3	6	5										15
Total	5	5	10	6	0	26								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
Our school uses a multitude of assessment tools to determine the early literacy skills of our ELL scholars. Across grades teachers utilize Fountas and Pinnell. In Kindergarten, teachers utilize the Journeys Emergent Literacy Survey. Other grades use the Journeys initial diagnostic to assess scholars' foundational skills. Thus far, the data for our ELL students shows areas of weakness in decoding, multi-

syllabic words, limited English vocabulary, sight words, and alphabet recognition. This information is how we form small groups and target specific students with varied instructional strategies. All grades use an initial writing on-demand to assess writing skills. Scholars in our AIS program also take the DIBELS assessment to ascertain potential gaps in early literacy skills. We used this data to help differentiate the professional development areas teachers needed to work on to best support all scholars, with special consideration for ELLs and scholars with disabilities. As a school, we have begun tracking speaking and listening skills using a common-core aligned checklist. We are continuing to focus on questioning and discussion techniques to support scholar discourse. Furthermore, we are incorporating more time during common planning and data meetings to review scholar work to determine the specific items that ELLs need support with so that we can design highly suitable learning activities, as well as templates and graphic organizers that support scholars with the thinking required to engage in higher ordered tasks.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that scholars who returned to our school are currently performing at an intermediate or advanced level. Scholars who are new to the school represent the beginner population. The intermediate scholars struggled more in the areas of reading and writing. Two of our 2nd grade ELLs, who also have speech and language difficulties, struggled on the listening section. The Advanced scholars generally did well in listening, speaking, and reading. These scholars struggled the most in the area of writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
RNMR report not available as of November 22nd.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Across proficiencies and grades scholars are struggling in areas of writing and multi-syllabic words. According to our Initial Math Assessment, Kindergarten scholars are struggling most in the areas of Counting and Cardinality relative to their non-entitled peers. First Grade Beginner ELLs are struggling most in the areas of Operations and Algebraic Thinking and Numbers and Operations in Base Ten. All three sub groups are performing well in Measurement and Data. According to our Initial Math Diagnostic scholars in Second Grade across all the sub groups performed best in Operations and Algebraic Thinking and struggled most in Numbers and Operations in Base Ten and Measurement and Data. Third Grade scholars struggled most with Numbers and Operations with Fractions. Since we use a Freestanding English as a Second Language program, assessments are given in English.
 - b. None of our scholars have taken the ELL Periodic Assessments.
 - c. There are no results to analyze at this time.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses data to guide every instructional decision for all scholars. We specifically track the ELL population across subject areas to ensure that adequate progress is made throughout the year. Teachers begin the year by administering a variety of baseline assessments and screning tools. In Literacy, teachers use the Journeys diagnostic, Fountas and Pinnel, and writing on-demands to determine the entering levels of scholars. Teachers utilize this information to differentiate instruction at the tier 1 level during Literacy. Teachers also utilize this information to determine the skills and strategies they need to use for tier 2 interventions during the daily intervention/enrichment periods and extended day periods twice per week. If scholars are not making adequate progress based on running records, writing tasks, and Journeys unit assessments, then they become eligible for tier 3 Academic Intervention services, which is a pull out service that uses a small group setting to intensely recover reading, writing, speaking, and listening skills.
6. How do you make sure that a child's second language development is considered in instructional decisions?
As a school we use a personalized approach to planning and instruction. As a result, teachers plan mini-lessons and activities that incorporate scholars' skills, knowledge, language, interests, and cultural heritage. In addition, teachers encourage scholar discourse throughout the lesson, and scholars may communicate with another scholar in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by routinely and systematically analyzing scholar work and assessment results. Each grade follows a yearly assessment calendar. The administration reviews the assessment data within one week of its completion date.

During the review and analysis, we specifically view the performance of all ELL scholars compared to their general education peers. Administration and teachers reflect on the teaching strategies that were most effective and those that were not after each unit when we annotate scholar work and determine the implications for instruction. Additionally, we compare the NYSESLAT results to previous years NYSESLAT scores, as well as LAB-R results for incoming scholars, to determine whether or not scholars are making progress from year to year.

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](#).)
When a new scholar registers at the school, the secretary, Mrs. Chiodi, asks the family their preferred language in order to ensure that all registration materials can be read and understood. Within the registration packet is the Home Language Identification Survey. The secretary, assistant principal, or principal assist families in case there are any questions regarding the survey. After the Home Language Identification Survey is completed, the secretary gives the information to a trained pedagogue, Ms. Delesu, our ELL coordinator. Ms. Delesu conducts interviews with parents/children and administers the LAB-R and Spanish LAB assessments. Ms. Delesu identifies and determines which students are entitled to ELL service. Each year ELLs are required to take the NYSESLAT. Ms. Delesu, ESL Teacher, and Mr. Porter, Assistant Principal and Testing Coordinator, use the RLAT ATS report to determine how many scholars are eligible to take the test. Mr. Porter orders the NYSESLAT materials. Once the materials arrive, Ms. Delesu and Mr. Porter ensure that all of the necessary materials are included. Then, Ms. Delesu creates a testing schedule to ensure that every scholar completes all four components of the NYSESLAT exam.
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 Ms. Delesu determines that a child is entitled to ELL service, an entitlement letter is sent home to families in their home language. Families are invited to an orientation within ten days of admission to the school. At the orientation, families are given a brochure in their home language, and Ms. Delesu highlights key points from the CR Part 154. After reviewing the brochure and CR Part 154 highlights, families view the EPIC video in their home language. Before completing the survey and program selection form, families have the opportunity to ask any clarifying questions about the program options. If a family does not attend the orientation, then they are called and asked to come in for an appointment at a more convenient time. The rescheduled appointments must also take place within ten days of admission. As our school grows and we are able to offer TBE or DL, then we will invite families to an orientation who previously chose this program on their survey.
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 [\[see tool kit\]](#).)
Ms. Delesu prepares the entitlement letters in the scholar's home language. The entitlement letters are sent home in the scholar's homework folders. The survey and program selection form are filled out and completed at the conclusion of the orientation. If families choose to take the survey and program selection form home, then they are given a deadline to return the form. All records of surveys and entitlement letters are maintained in an ELL binder stored at the school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used to place identified ELL scholars in bilingual or ESL instructional programs is based on the program selection form. Less than fifteen of our families selected the Transitional Bilingual Program and the majority of our families chose the Freestanding ESL program. If a family did not select the Freestanding ESL program, then they were consulted in their home language and given the option to transfer to a school that offered their desired program or waive their program selection and keep their child enrolled in the Freestanding ESL Program our school offers. Families that chose to remain in the Freestanding ESL Program wrote a letter stating this choice. Families that selected ESL were told that their child would receive ESL push-in services. Returning scholars receive a continued entitlement letter in September. Scholars who passed the NYSESLAT received non-entitlement letters. All letters are

translated in the home language.

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.

The assistant principal orders all NYSESLAT materials in the fall. In March, he and the ESL coordinator collaborate to create a testing schedule based on the testing windows. This schedule ensures that each scholar has a specific time slot to take the NYSESLAT. Within the schedule, each section includes a make-up date so that scholars who are absent on the original date still have the opportunity to complete the assessment. Lastly, the ESL coordinator and the assistant principal review all of the assessment booklets and results before the testing window closes to ensure accuracy and completion by every mandated scholar.

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. *①*
In our first year, the majority, 56%, of our families selected the Freestanding ESL program. In our second year, 92% of families selected the Freestanding ESL program. In our third year, 100% of new scholars selected the Freestanding ESL program. This trend has continued during the current school year. We monitor our parents' choices by using the BEDS survey. This helps us ensure that we are offering the program that our families most desire. Tracking this information also helps us monitor whether 15 or more families have selected the transitional bilingual program across two grades.

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 Freestanding ESL Program uses two organizational models. First, Second , and Third Grade ESL instruction is delivered using a push-in model. The Beginner and Intermediate level scholars receive 3 additional push-in periods each week. The program model is heterogeneous, where scholars of mixed proficiency levels receive instruction together. Kindergarten scholars receive five pull out ESL periods and three additional push-in periods. This group is heterogeneous, as well.
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)?

Ms. Delesu is a certified ESL teacher and is also our ELL coordinator. Ms. Delesu and our assistant principal, Mr. Porter, create a schedule that ensures all ELL scholars receive the mandated instructional minutes using push-in and pull-out services. The Beginner and Intermediate ELL scholars receive 360 minutes of ESL services, while the Advanced ELL scholars receive 180 minutes of ESL services. Ms. Delesu collaborates with classroom teachers in planning lessons and setting individual ESL goals. Nearly all of Ms. Delesu's push-in periods take place during the literacy block, in order to help ensure scholars have the support they need to acquire these skills. In addition to Ms. Delesu, Mrs. Martin, our second ESL certified instructor, teaches with our Second Grade I.C.T. throughout the entire school day in order to provide support to our ELL scholars.
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.

Freestanding English as a Second Language uses English 100% of the instructional time. In order to make content comprehensible to enrich language development the classroom teachers and Ms. Delesu and Mrs. Martin use a wide range of ESL strategies. Teachers use a collaborative learning environment where scholars have the opportunity to interact with scholars with different levels of English proficiency. Teachers take time to preview and explain new concepts and vocabulary before starting the lesson. Teachers use graphic organizers, picture support, and manipulative to support scholar entry into instructional topics. Finally, teachers use technology like smart boards, document cameras, and listening centers to support language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that scholars are assessed in their native language when necessary. We have Alternate Placement Paraprofessionals who support scholars with language difficulty during assessments. We also have bilingual General Education teachers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. We do not have any SIFE students.
 - b. We use diagnostic data, Interim assessments, and classroom assessments to ensure that all scholars are meeting expectations. In addition to academic data, we also use an advisory Character Development Program that assesses scholar behaviors. Through this small group program and teacher observations, we will be able to identify scholars having difficulty with adjusting to the new environment. Lastly, teachers use varied methods of instruction and allow sufficient time for scholars to respond and answer questions.
 - c. In our fourth year we have 6 ELLs who have been receiving service 4 to 6 years. We plan to use the NYSESLAT and classroom assessment results to determine each scholar's individual needs. This past year, we noticed a trend in this group that demonstrated a difficulty in writing and speaking and listening. As a result, we programmed our ESL teacher to push-in during the writing period each day to support scholars in these areas. Furthermore, each of these scholars will be invited and encouraged to participate in our ELL Achievement after school program. We will continue to track and monitor thr progress of all six scholars on school-based assessments throughout the year to ensure that we are closing the gaps and preparing them to achieve proficient levels.
 - d. In our fourth year of Kindergarten, First Grade, Second Grade, and Third Grade we do not have any Long-Term ELLs.
 - e. We closely monitor and track the progress of all scholars, paying special attention to ELLs, SWDs, and special populations.

Former ELLs are included in the special populations. Based on their assessment data, we determine if scholars need any additional support, such as Extended Day or AIS to ensure that they do not fall behind and maintain their upward trajectory.

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?

Our plan for ELLs identified as scholars with disabilities will incorporate many of the differentiated instructional strategies that all of our ELLs will receive. In addition to the ESL program, we will also use the scholars' IEPs to deliver a personalized ESL approach. We also use our budget to pay for alternate placement paraprofessionals who translate instruction into the scholars' native language.

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?

Our school uses Common Core Learning Standards-aligned curriculum in Math and Literacy. Our Math program presents topics in a varied approach, using concrete, pictorial, and abstract presentations. Our balanced literacy program strengthens scholars' skills in comprehension, phonemic awareness, vocabulary, grammar, and writing. This program is also supplemented by Foundations for scholars who may need additional support. Teachers differentiate the curriculum based on the needs of each scholar, consistently incorporating multi-objective and small group lesson plans. Our scheduling allows common planning time for teachers to adjust unit plans and assessments to best fit the needs of all learners. In addition, our schedule creates an inclusive environment where all scholars participate in enrichment courses, including Arts and Sciences, Global Connections, Character Development, Health and Physical Education, Foreign Language, and Technology.

Courses Taught in Languages Other than English ⓘ

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

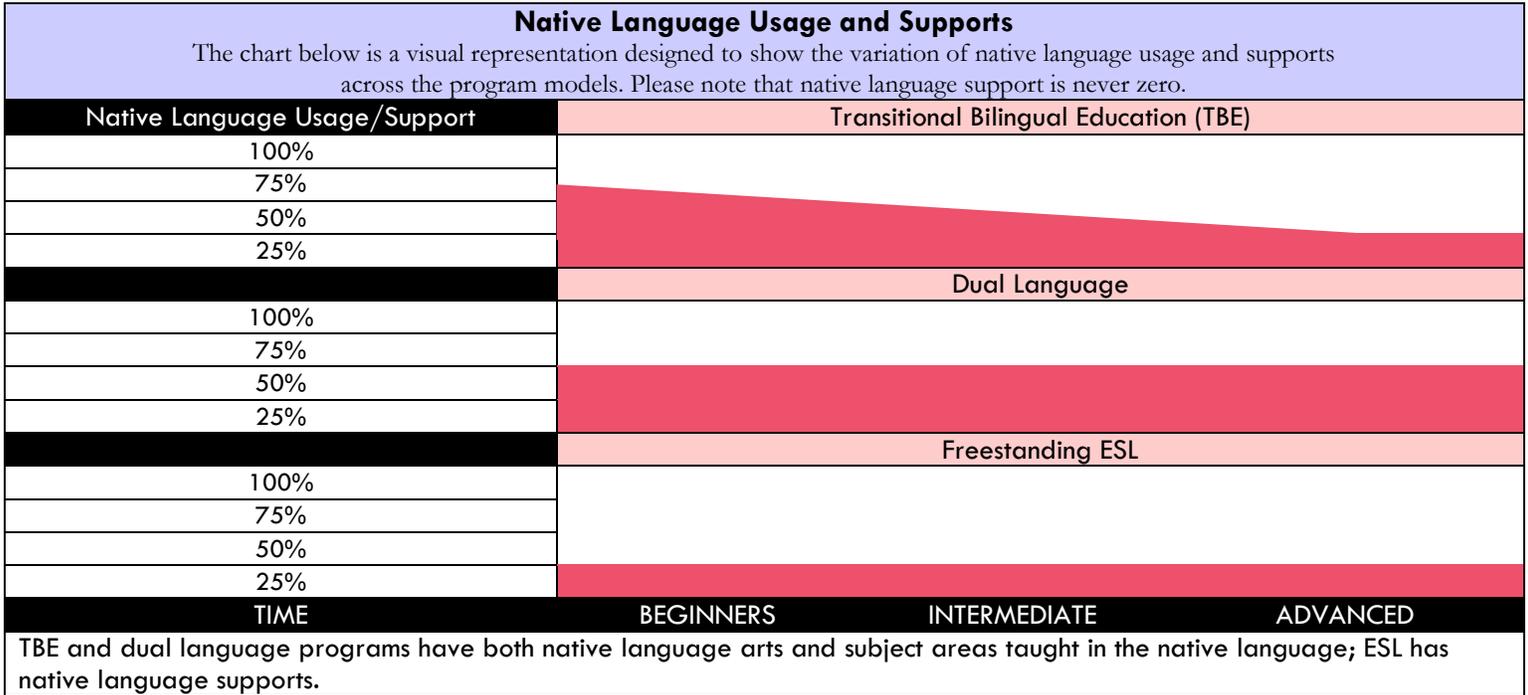
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.
- All of our targeted intervention programs begin by assessing where scholars are struggling. In ELA, we use Foundations to support phonological/phonemic awareness, phonics and spelling. The ELA Journeys curriculum also includes an intervention component for scholars having difficulty with comprehension. In Math and other content areas, we use small group instruction to recover gaps in the assessment data. Within small groups, ELLs are supported by visual representations, manipulatives, teacher modeling and summarizing of key points. This year, we will also add our ELL Achievement program, which is an after school program that takes place two times per week. This program will use a combination of Words Their Way, Foundations, and guided reading.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We determine the effectiveness of our current program by analyzing the assessment results and scholar work. Last year, all scholars either maintained their proficiency level or moved up to the next level. 26% of scholars tested are now proficient, and 78% of scholars went up at least one proficiency level from the previous year's NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- In our fourth year we will offer extended time on Tuesday and Thursday afternoon. Scholars are broken up into groups based on diagnostic data. We are also adding an after school Enrichment program that provides opportunities for scholars to engage in speaking, listening, reading, writing, and critical thinking activities in English. Finally, we are inviting all ELL scholars to participate in the ELL Achievement program that focuses specifically on speaking, listening, reading, and writing skills.
12. What programs/services for ELLs will be discontinued and why?
- There have been no assessment results that have merited the discontinuance of any of our programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We believe in an inclusive educational approach. Therefore, ELLs have equal access to all school programs. All scholars at our school receive Reading, Writing, Math, Global Connections, Arts and Sciences, Character Development, Health and Physical Education, Technology, and Foreign Language. All scholars are invited to participate in our Maspeth Town Hall After School Program. Furthermore, we use a push-in model to ensure that scholars are not missing any instruction that their peers may be receiving. We use translation services for homework assignments, notices for families, key instructional concepts, and parent conferences. In addition, we invite all ELLs to participate in our extended day program, which is broken up into small groups that focus on specific literacy skills and concepts. The goal of the program is to develop proficient listening, speaking, reading, and writing skills for each scholar.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers use graphic organizers, word walls, process charts, pictorial support, manipulatives, and translated materials to ensure that every child has access to the delivered content. Teachers use technology like document readers and smart boards to enhance the visual support for scholars. Teachers also use listening centers to enrich language development. We do offer texts in Spanish for families who do not understand any English.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Freestanding English as a Second Language model uses English 100% of the time. The native language is only used when translating important documents and meetings with families.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services, support, and resources correspond to our scholars' age and grade level, K, 1, 2, and 3. The number of ESL Service periods meets the needs of our ELL scholars. The classroom libraries, technology, and materials correspond to our ELLs ages, interests, and grade.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Some of the activities the school uses to assist newly enrolled ELL scholars before the beginning of the school year include the opportunity to visit the school before it opens and a translated family newsletter that includes a supply list and tips for getting your child ready for his/her first day of school. In addition, our bilingual school aide gives tours of the school for all families. ELL scholars who enroll after the beginning of the year also receive a parent orientation and tours are available upon request.
18. What language electives are offered to ELLs?
- Presently, we only serve Kindergarten, First Grade, and Second Grade so there are no language electives offered to any students at this time. However, all scholars have one period of Spanish class.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. We currently have two certified ESL teachers on our staff. In order to build capacity around ELL services, both teachers are attending 3 ELL workshops entitled "Improving ELL Achievement through CCLS-Aligned Curriculum and Instruction" on November 8th, December 12th, January 24th presented by our network 606, during the school year. These teachers will turnkey the specific ELL instructional strategies that will support all teachers and scholars. During our monthly Professional Development meetings, we will focus primarily on questioning and discussion techniques and designing coherent instruction. In order to meet the needs of our scholar population, a great deal of time will be spent specifically on ELL instructional strategies. In addition, teachers will also be given professional literature about teaching ELL scholars. We also have a common planning block every Monday, Wednesday, Thursday, and Friday Kindergarten, First Grade, Second Grade, and Third Grade respectively. This allows teachers to share best practices and for the administration to provide professional development responsive to the needs of the school community. This year, our ESL coordinator is also attending common planning meetings to aid teachers with supporting ELL scholars. She is attending a coaching series on October 23rd, November 4th, and December 6th to support her with developing staff. Furthermore, our administration will support classroom teachers with ESL strategies during observations and conferences. Finally, our secretary and school aides receive direct professional development from the principal in regards to communicating with families.

2. Teachers have the opportunity to attend a variety of professional development workshops that support all scholars with engaging in the Common Core Learning Standards. In addition to the workshop attended by the ESL teachers, general education and special education teachers of ELLs are also attending an ELA and Math series. The ELA series is entitled "ELA, Rigor and the CCLS: 2013-2014 Implementation" and Math is entitled "Math, Rigor and the CCLS: 2013-2014 Implementation." Both of these workshops are five part series that offer ways to ensure access for all scholars when teaching the Common Core Learning Standards. Furthermore, teachers receive specific and actionable feedback on unit plans and tasks aligned with the Common Core Learning Standards, which will ensure scholars are prepared for college and career.

3. We currently serve only grades K-3 at this time, but a great deal of professional development and support centers around building scholar independence so that scholars will be equipped with the tools necessary to succeed in any environment.

4. The minimum 7.5 hours of ELL training will be met through monthly Professional Development meetings, coaching, and Children's First Network workshops.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We are an inclusive community, and parents are an integral part of it. Starting at registration, parents are invited and encouraged to be active members of the school community. Parents of ELLs are invited to an Orientation where they are given all of their program options. In order to be responsive to our parents, we chose to have a Freestanding ESL program because the majority of our families selected this option. All families are invited to a Family BBQ at the beginning of the school year, where they have the opportunity to meet the teachers and other families. Our school has a very active Parent Teacher Association and PTA President. All parents are invited to participate in classroom activities like read alouds, class celebrations, and field trips. Our PTA involves parent volunteers by encouraging them to participate in committees for language, school beautification, grant writing, and technology support. Our school aide is bilingual in English and Spanish, so she is able to respond to the questions of most of our families. Teachers call and write home regularly to keep parents informed of their child's classroom performance. We use NYC Department of Education translation services when necessary.
 2. Our Parent Teacher Association plays a key role in securing partnerships with Community Based Organizations and Agencies for our families. Our PTA has partnered with the school Social Worker to conduct English classes for families. In addition to these classes, we have a Rosetta Stone available to families who want to learn English. We also partnered with the Queens Library in Ridgewood, which offers Beginning and Intermediate English classes. Our PTA has also partnered with Cornell University's Cooperative Extension Program to offer weekly nutrition and health workshops for all families. We are also partnering with Metropolitan Hospital to provide education for families on childhood obesity. The PTA supports families with obtaining health insurance through the MetroPlus Health Plan. Our PTA invited guest speakers to share information regarding prescription drug insurance and college savings plans. Our PTA is also working on securing the funds for a Cool Culture pass for all families, giving them access to some of the best museums and cultural experiences in New York City.
 3. Initially, we determine some of our families' needs at registration when we identify the preferred language on the Home Language Identification Survey. Since parents voted to be a uniform school, we provide families with a wide range of affordable options when purchasing the uniform. Our Parent Teacher Association determines what workshops to offer by using the results of the parent survey they created. In addition to the survey, our PTA organizes several community building workshops that helps build relationships between families and helps us gauge the needs of our families. Our former PTA Treasurer is bilingual, and she translates every meeting and workshop for our Spanish speaking families. The PTA uses their language committee to ensure that all families have access to the information provided by the school and PTA.
 4. Our parent involvement activities are in response to the needs of our parents. The Parent Teacher Association chooses the Community Based Organizations and Agencies to partner with based on the parent survey. Staff members who wanted to ensure that all families, despite language differences, felt included and involved in the school community created our Parent Outreach Team. The team updates the school web site and sends out important information regarding school events using the school's e-mail account. We carefully consider the language needs of our families by having important documents translated into the preferred home language.

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)
Mieasia Harris	Principal		12/1/13
Shaun Porter	Assistant Principal		12/1/13
Margarita Jimenez	Parent Coordinator		12/1/13
Ellen Delesu	ESL Teacher		12/1/13
	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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q290 School Name: A.C.E. Academy for Scholars

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

- a. ATS Report – identifies all home languages.
- b. Home language surveys used to identify incoming new admits.
- c. Parents have also expressed the need to receive documents in their native language, which helps us identify their needs.

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

- a. The major translation and oral interpretation findings include: one-on-one parent conferencing, written communication to parents regarding school information, and homework translation.
- b. Findings were reported to our school community during PTA meetings.

Part B: Strategies and Activities

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

We provide in-house translation in Spanish. Translation in other languages, as necessary, are provided by the translation unit. All documents to be translated are received by the parties who translate the documents at least two weeks in advance and are translated in a timely manner.

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

We will provide oral interpretation services for all parent conferences as necessary. Services in Spanish, Mandarin and Polish will be provided in-house. All other oral interpretation services will be provided by an outside contractor.

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

We will provide oral interpretation services for all parent conferences as necessary. Services in Spanish, Mandarin and Polish will be provided in-house. All other oral interpretation services will be provided by an outside contractor.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>A.C.E. Academy for Scholars</u>	DBN: <u>24Q290</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We are using the direct instructional program to provide additional, intensive literacy support for our ELLs in Kindergarten through Fourth Grade. Scholars were chosen based on NYSESLAT and LAB-R scores, as well as our beginning of the year curriculum assessment data and DIBELS. We currently have 35 ELL's in grades Kindergarten through Fourth; 5 of which are Beginning ELL's.

Our ELL Achievement program will run from January 7, 2015 through May 13, 2015. The sessions will focus on speaking and listening and reading and writing skills because our targeted scholars did not perform well on these portions of the NYSESLAT relative to their peers. The teachers will use Fontas and Pinnel running records, Words Their Way assessment data and DIBELS to help drive personalized instruction. In writing, the teacher will focus on Information writing, aligned with Citywide Instructional Expectations. The teacher will use a teachers made CCLS-aligned Information writing rubric to assess scholars on-demand writing and tailor lesson objectives to meet the needs of individual scholars. The program will take place two days per week (Wednesday and Thursday) from 2:30-4:00pm. One teacher will work with our Kindergarten scholars, the second teacher will work with our first and second grade scholars and the third teacher will work with the third and fourth grade scholars. The program will begin on January 7, 2015 through May 14, 2015 for a total of 15 weeks which is 30 sessions. Scholars will be grouped in grade bands (Kindergarten only, first and second, third and fourth). The Kindergarten group will focus on speaking and listening skills as well as vocabulary development. The first and second grade group will emphasize reading and writing skills with and emphasis on sentence fluency and word choice, and the third and fourth grade group will focus on reading and writing skills with and emphasis on sentence fluency, word choice and organization.

The language of instruction will be English. There will be three teachers who are ESL or Bilingual certified. The teachers will utilize the school's curriculum resources and materials from various programs like Journeys, Foundations, and Words Their Way. In addition, the teachers will utilize the school's computer lab in order to access online resources, including Raz-kids and MYon. Additional guided reading sets will be purchased to support reading instruction. Lastly, scholars will use picture cards and other teachers made materials that will provide our beginner ELLs access to the general education curriculum and promote scholar mastery.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Each year we provide differentiated professional development in order to meet the needs of our individual teachers. As a school community, teachers receive professional development using the Danielson rubric, specifically indicators 1E: Designing Coherent Instruction; 3B: Questioning and Discussion Techniques; and 3D: Using Assessment in Instruction. In addition, our ESL Teacher will receive professional development around 1C: Setting Instructional Outcomes and 2B: Establishing a Culture for Learning so that scholars internalize expectations. Our ESL teacher (Ms. Delesu) will be attending a professional development workshop, which will further her knowledge on planning instruction to support ELL Achievement through CCLS-Aligned Instruction.

The dates of the Professional Development workshop are: November 21, December 19 and January 23.

The topics covered will include:

- Implementation of the CCLS and the adaptation of performance tasks for English language learners will be emphasized through the examination of curriculum, assessment, and classroom instruction to strengthen student work.
- Accelerating academic language acquisition for ELLs across the content areas, including sharing and exploring best practices and scaffolding techniques for ELLs to support the development of academic language in content area instruction.

On January 6, 2015 Ms. Delesu will turnkey the information from the November 21, and December 19 PD to the other two ESL ELL Achievement teachers.

Rationale: Ms. Delesu will have the opportunity to learn about how to adapt performance tasks as well as best practices for scaffolding oral language for ELLs. She will then turnkey the information to the ELL Achievement teachers so that they can collaboratively develop a shared understanding of how vocabulary development supports scholar performance on performance tasks. They will also participate in shared research on the development of oral language so that they can support the scholars with the same oral language development during the program and across activities.

Topics Covered: Adapting performance tasks for ELLs and oral language development

Schedule: January 6, January 13, January 20 and January 27, 2015 3:45p-6:00p

Provider: Ms. Delesu (ESL Coordinator)

Audience: 2 ELL Achievement teachers

Rationale: Our ELL Achievement Teachers will participate in a PLC where they attend an online course from Stamford University delving deeply into academic vocabulary, scholars accessing complex texts and critiquing the reasoning of others. Teachers will then discuss ways they can leverage their learning to implement strategies in the ELL Achievement Program.

Part C: Professional Development

Topics Covered: academic vocabulary, supporting ELL's with complex texts and critiquing the reasoning of others

Schedule: February 3, February 10, February 24, March 3, March 10 2015 3:45p-6:00p

Provider: <https://novoed.com/developing-academic-language-literacy>

Audience: 3 ELL Achievement Teacher

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We surveyed families and at the beginning of the year and they stated they would like additional strategies to support their scholar at home. Our goal is to provide parents with the strategies and support they need to propel our scholar's achievement. We plan to have a parent orientation on December 13, 2014 (during a previously planned event) for all families who have a scholar involved in our ELL Achievement program. Our Parent Coordinator will work in tandem with our ESL Coordinator to provide families with information about the program, as well as strategies that will support scholars with homework and school work. Parents will have the opportunity to engage in activities with their children with the support of our ESL Coordinator.

Topic 1: Ell Achievement Program Orientation

Rationale: Support and develop English language acquisition (reading, writing, speaking, and listening skills)

Date: Tuesday, January 6th

Time: 2:30pm

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

Topic 2: Ell Achievement Program NYSESLAT Information Session

Rationale: Information regarding the NYSESLAT

Date: Tuesday, March 17th

Time: 2:30pm

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

Topic 3: Ell Achievement Program Preparing for Summer and End of Program Celebration

Rationale: Information regarding resources for the summer vacation

Date: Thursday, May 14th

Time: 2:30pm

Part D: Parental Engagement Activities

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

The ESL teachers will have a conference session with each parent, outlining the current level of performance of the scholar, as well as clearly delineating next steps to help their scholar succeed. In addition, we will invite families in for trimester celebrations, where scholars will present and celebrate their work. Families will be notified of the aforementioned activities with written notices, translated in their native language. In addition, families will receive phone calls from our automated telephone system, also in their native language.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,953.85</u> <u>\$626.10</u> <u>\$1545.30</u>	<u>Supplemental Program for Scholars: 30 sessions x 1.5 hours x 3 teachers x 51.51 = \$6,953.85</u> <u>Parental Engagement: 3 sessions x 2 hours x 1 teacher x 51.51 = 309.06 and 3 sessions x 2 hours x 1 administrator x 52.84 = 317.04</u> <u>Supplemental Program for Scholars professional development: 5 sessions x 2 hours x 3 teachers x 51.51 = \$1545.30</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>N/A</u>	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2,000.00</u>	<u>Guided Reading Texts (A-S)</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	<u>N/A</u>	_____
Travel	<u>N/A</u>	_____
Other	<u>\$74.75</u>	<u>Refreshments for parent evenets</u>
TOTAL	<u>\$11,200</u>	_____