

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**28Q303**

**School Name:**

**THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS/PS 303**

**Principal:**

**BARBARA LETO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Pre-K -3<sup>rd</sup> grade School Number (DBN): 28Q303  
School Type: Early Childhood Grades Served: Pre-K- 3rd  
School Address: 108-55 69<sup>th</sup> Street Forest Hills, New York 11375  
Phone Number: 718-459-1358 Fax: 718-830-3253  
School Contact Person: Susan Gallo Email Address: SGallo@schools.nyc.gov  
Principal: Barbara Leto  
UFT Chapter Leader: Laura Ugbomah  
Parents' Association President: Jessica Sinoway  
SLT Chairperson: Susan Gallo  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Sarduy IA  
Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718-557-2622 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 406 Network Leader: Karen Ames

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Leto	*Principal or Designee	
Laura Ugbomah	*UFT Chapter Leader or Designee	
Jessica Sinoway	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Susan Gallo	Member/Assistant Principal	
Deana Bates	Member/Teacher	
Helen Tsihlas	Member/Teacher	
Anne Marie Vasilakis	Member/Teacher	
Katy Osborne Chiu	Member/Parent	
Paula Goldfarb	Member/Parent	
Laura Marks	Member/Parent	
Ilyse Sisolak	Member/Parent	
Tsu yu Tsao	Member/ Parent	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

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

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy for Excellence through the Arts (AEA) is a proposal school that opened in September of 2008. The school’s mantra has always been that all children are gifted and have a natural desire to learn, imagine, explore, and create. Our school is unique in that we strive to offer our children an academically rigorous program with a well-balanced Theater Arts program consisting of drama, dance, music, and art. Our teachers, parents and the community at large have high expectations and are committed to the personal, academic, and social growth of all our students. Since its inception, AEA has been a strong community based institution with a dedicated staff, highly involved parent community, and students who are eager to learn.

The Academy for Excellence through the Arts prides itself on nurturing the wonderful school community that we have built over the last seven years. Teachers, parents/caregivers, and students alike work hard to maintain academic excellence through professional development led by faculty, parents, and community based organizations. Our many accomplishments have included outstanding academic success; engaging curriculum infused at every level with performing and visual arts; and a staff and student body that considers AEA to be a second home and not just a place to go to work/school. Some of the elements that have contributed to the success of our school include partnerships with community based organizations such as Wingspan Arts, 92<sup>nd</sup> Street Y, Atria, and Paul Longo – Queens College. The ability for school leaders to identify, encourage, and nurture talent from within our own school community has led to the implementation of Enrichment Clubs, Academic Review Team, “On Stage with Mrs. Leto”, parent led workshops for both teachers and parents, and professional learning facilitated by in-house staff. Numerous teachers have taken on lead roles in data analysis, technology and aligning curricula to key standards. These reciprocal responsibilities between leadership, teachers, and students, contribute to strong leadership skills where staff/families positively shape instruction and student achievement. The faculty of AEA is skilled at comprehensibly aligning units of study to the Common Core Learning Standards (CCLS) and instructional shifts, and embedding cognitive processes that ground deep thinking. The school is committed to strong instructional practices that foster higher order thinking, participation, and student ownership of their learning. Students have the opportunity to explore, create, and engage in project-based and hands-on learning experiences. Through the use of traveling portfolios, students move seamlessly from year to year and teachers are informed of student strength and needs, thus making the creating of student specific goals a more accessible task. Progress and grading is transparent and presents a clear portrayal of student achievement.

As with any school there are challenges to be faced. Our biggest challenges lie with budgetary issues and funding insufficiencies. Seeing as we do not qualify for any additional monies such as Title I, Title III, etc., keeping our school running effectively can be very challenging. Due to the dedication of our staff and the generosity of our parent community, we have managed to stay afloat every year and not allowed financial restraints to impact the quality of our programs and initiatives. Another feature that is kept at the forefront of academic development at AEA is the continuous progress monitoring that occurs. Monitoring of protocols, programs, units of study, etc. keeps school leaders informed of academic trends and subsequent adjustments when the need arises. Instructional adjustments happen on a regular basis to ensure curriculum and practices remain current and relevant. Revisions guide instruction in all content areas by teachers gathering data from various student work products to evaluate student progress. This ensures that adjustments made are reliable and based on student needs. Ongoing data analysis is at the heart of instructional adjustments and informing flexible groups.

The academic area that has shown the most growth since last year would be mathematics. With the implementation of the Problem of the Day, math centers, and hands-on/manipulative based instruction, we have seen incredible growth in the students’ performance in this content area. We are continuing to enhance and develop our math program to build upon what was done last year. The key area of focus for this school year will be to augment our social studies program by creating comprehensive units of study that use the Five Forever Factors (FFF) as the lens in which to examine all elements of the grade specific scope and sequence of this content area. Incorporating the FFF (Economic, Political, Social/Cultural, Geographical/Climate, and Technological/Science) elements into all lessons and discussions will broaden student knowledge and their ability to understand social studies content in a more global manner.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The subject area of Social Studies has been under review for the past two years. A school wide initiative that has included The Five Forever Factors has been in development since its introduction in 2011-2012 school year. Through a comprehensive assessment of this initiative, it has been determined that a more structured plan must be implemented in order for the students to receive the full benefit of its intended purpose. Although the teaching staff has made significant strides in this area, it has been determined through careful program analysis and consultation that we need to deepen our work around making connections to life outside of school. Time will be scheduled for teachers from different disciplines to explore different aspects of an idea using the lens of their discipline. Although this is a school-wide initiative, special attention will be focused on our 2<sup>nd</sup> grade students. This special focus will provide additional support, to ensure that our students meet certain academic, social, and emotional benchmarks in alignment with Schools Chancellor Carmen Fariña’s vision for NYC schools and her belief that second grade has crucial benchmarks that students must reach to enable them to advance to higher levels of performance.

Data sources include:

- Individual teacher interviews
- Vertical teams
- Consultation with the School Leadership Team
- Consultation with collaborative Multi-Grade Teams
- Analysis of student work products
- “Chancellor Carmen Fariña's Remarks on Her Vision for NYC Schools”

An additional data source that was considered in the development of this school-wide social studies initiative was the unprecedented success of our Harlem Renaissance unit of study. This unit was initially created in 2011-2012 school year for our third grade classes and all lessons were framed using the Five Forever Factors blueprint. In 2013 a second grade slavery unit was created to build a foundation and understanding of historical events leading to the great migration and ultimately the Harlem Renaissance. The amount of historical knowledge that the students took away from the unit and the overwhelming response we received from the families was rewarding. Creating a living museum and hosting a culminating event which replicated a 1920’s Rent Party were just a few of the authentic assessment pieces that became the ingredients for this unit of study. This data has contributed to the desire by teachers in the lower grades to begin building the foundation for original learning through the Five Forever Factors while infusing art and music into the social studies curriculum.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of classroom teachers will be engaged in content specific professional learning groups in order to develop academically rigorous, Five Forever Factor embedded, CCLS/Scope and Sequence aligned units of study in social studies as evidenced by the completion of six comprehensive, meaningful units of study.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Learning sessions provided by Paul Longo, Educational Consulting Associates. Mr. Longo has a long standing relationship with several staff members and they look to him as a mentor, valuing his advice and guidance in the content area of social studies. Through cooperative learning groups, teachers will write new units of study using the Five Forever Factors to frame the teaching and learning through an Economic, Political, Social/Cultural, Geographical/Climate, and Technological/Science lens.	First and Second grade classes.	Professional Learning activities are set to begin on 11/10/14. Sessions are scheduled through 1/26/15.	Mrs. Rubin, Special Education + Social Studies school liaison, will oversee the professional learning and curriculum development along with the Administrative staff.
Conversations and consultation with the ESL coordinator, Special Education providers, classroom teachers and school leaders occur to determine the strategies required to address the needs of SWD, ELL, and other high-need student subgroups. Using reading, writing, listening and speaking assessments as the foundation of assessing the needed level of differentiation serves as the foundation for all instructional decisions.	First and Second grade classes.	Consultation with stakeholders began on 11/3/14 and will continue until 6/26/15.	ESL coordinator, Special Education, teacher, Speech and Language Pathologist, and school administrators will work together to oversee the development of the curriculum as it pertains to students in particular subgroups.
As the development of new units of studies will impact the academic programming within the school, consultation with our School Leadership Team will be occurring throughout the school year. Parent involvement and input is a key factor in the success of our school and we value their insights. Additionally, the community's enthusiasm with the Harlem Renaissance unit and, in particular Parent/Caregiver involvement is an area that we want to continue to foster.	SLT	Consultation began during our November SLT meeting on 11/5/14. An update is scheduled for discussion on our February SLT agenda.	School Leadership Team will be closely monitoring the development and implementation of the social studies curriculum.
Have SLT and key stakeholders observe lessons to give feedback and connect ideas to the broader community with a focus of social and ethical issues.	SLT and the Academic Review Team	Consultation with stakeholders began on 11/3/14 and will continue until 6/26/15.	School leaders and the School Leadership Team will be closely monitoring the development and implementation of the social studies curriculum.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed include:

- Scheduling Professional Learning times for Monday afternoons between November and January.
- Funding source for Educational Consulting Associates.
- Materials for the implementation of the units of study; i.e. trade books, charts, primary documents, etc.
- Trips to support the units, i.e., New York Historical Society, Tenement Museum, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Fund for Public Schools grant
- Materials for the Arts donations
- Teacher per session funds

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Mid-point benchmark will occur in late January after initial units have been completed and the implementation in the pilot classrooms has begun. Progress monitoring will be ongoing as additional teacher teams that are not involved in the creation of the units are invited to give feedback and suggestions to their colleagues. Collaboration with all staff members will be a critical element to the success of this initiative. All opinions are valued and will be taken under review as the units of study evolve.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An examination of data sources occurred in order to paint a picture of our school’s environment with regard to students feeling supported, safe, and challenged at school. Data collected from the 2013-2014 Environmental Survey revealed

- 98% of families reported that extra support was provided to their children when needed.
- 99% of families reported that the school offers a wide variety of activities to keep children challenged.
- 100% of families reported that the school has high expectations for their children.
- 97% of families reported that they feel welcomed in school.
- 100% of families reported that their children are safe at school.
- 100% of families reported that their children are treated with respect by school personnel.

Data also showed a 10% increase from 2013 to 2014 in the number of families answering “Very Satisfied/Strongly Agree” when asked, “How satisfied are you with the education your child has received this year?” There was also a 13% increase from 2013 to 2014 in the number of families answering “Very Satisfied/Strongly Agree” when answering the question, “How satisfied are you with the response you get when you contact your child’s school?” These statistics can be contributed to the fact that each student has several staff members who know them extremely well, as well as the staff having developed a good rapport with their students’ families. Teachers respect a “24 hour rule” in which all parent communication must be addressed within 24 hours of receipt of an email, note, phone call, etc. This practice keeps the lines of communication between home and school open and free flowing. This level of contact with students and families has created an environment of support and respect. An additional piece of data that supports the above mentioned statistics is the insignificant number of student behavior related OORS reports that have been generated over the last seven years, most of which the incidences occurred off of school grounds, i.e. school bus.

Positive reinforcement has been a successful strategy that has been used at AEA to support positive decision making skills among our students. Several excellent approaches have been implemented in individual classes. For example, one class has modified the green/yellow/red behavior chart to include a blue section that is reserved for students who go above and beyond what is expected in the classroom with regard to behavior and kindness to others. Many classes use a “Compliment Chart” where stickers are earned and placed on the grid when the class receives a compliment from a staff member other than the classroom teacher, i.e. specialty teacher, school secretary, administrator, custodian, etc. When a designated number of compliments and stickers are achieved, the class receives a prize to celebrate their kindness and exceptional conduct. This system has proven to be a powerful tool in developing positive practice within the classroom. Expanding this system to include the lunchroom and schoolyard will build upon the atmosphere of goodwill, tolerance, and friendship that we strive to maintain here at AEA.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, a “Compliment” reward system will be in place during lunchtime and recess in order to promote positive behavior among students and to extend this type of positive reinforcement to the common areas as well as the classrooms as measured by the number of names on The Sea of Kindness display board.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Consultation with classroom teachers who already utilize this form of reward system in their classrooms. Best practices will be used to create this new initiative.	Students grades K-3	November 2014-June 2015	Classroom teachers, school aide, lunchroom personnel
Development of reward ideas that will be earned by students who reach a designated number of compliments, i.e. lunch with the staff member of their choice.	Students grades K-3	November 2014-May 2015	Classroom teachers, school aide, lunchroom personnel, PTA members
“Sea of Kindness” wall to be created by Mrs. Rubin, 3 <sup>rd</sup> grade student group, and parent volunteers. Display to be placed in the Café in order to encourage participation among students.	Students grades K-3	November 2014-January 2015	Teachers, students and parent volunteers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Charts, grids, and poster campaign to advertise and inform students of this new initiative.
- Posters/fabric, paint, and cut out shapes for display wall.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Mid-point benchmark will occur in early February. At that time, parties involved with this goal will analyze school progress and consult with administrators as to the progress being made toward the intended goal.

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The 2013-2014 Measure of Teacher Performance Score Tracker was carefully analyzed to look for trends, strengths, and areas in need of support and improvement in each domain evaluated by the Danielson Framework for Teaching. Although all of our teachers received a final rating of either Effective or Highly Effective, this data analysis highlighted two domain areas with the smallest percentage of Highly Effective scores. Data showed:

- 12% of observed lessons/artifacts were rated Highly Effective in the area of Setting Instructional Outcomes.
- 17% of observed lessons/artifacts were rated Highly Effective in the area of Designing Student Assessments.

Aligned with Pillar 2 designed by Schools Chancellor Carmen Fariña, we are recognizing and celebrating our educators’ dedication, talent, and expertise. This is being done by increasing opportunities for our teachers to share and replicate strong practices and learn from one another. This will be done through inter-visitation, collegial lesson critique, and coaching.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of all classroom teachers will participate in Professional Learning activities designed to enhance teacher practice through inter-visitation, collegial lesson critique and coaching as evidenced by a 5% increase in the number of visits, critiques, and coaching sessions attended by teachers with the focus on Danielson competency areas 1c and 1f.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Inter-visitation opportunities will be available for teachers to observe best practices in their colleagues’ classrooms. Teachers will self-assess particular areas they feel are in need of improvement. School leaders will aid in this process by providing feedback from observation reports in order to help identify the areas most in need of support.	Teachers – grades Pre-K to 3.	October 2014 – June 2015	Administrative staff and lead teachers will schedule and oversee the activities.

Teachers who have strengths in various areas (Literacy Centers, ESL methodologies, SWD differentiation strategies, unit writing, etc.) will have an opportunity to showcase their practices and support fellow teachers in the improvement of their teaching craft.	Teachers – grades Pre-K to 3.	October 2014 – June 2015	Administrative staff and lead teachers will schedule and oversee the activities.
Teachers will volunteer to record themselves teaching a lesson and then share the video with colleagues to gain insight and constructive feedback. This style of collaborative practice will strength bonds and facilitate best practices in the classrooms.	Teachers - grades Pre-K to 3.	October 2014 – June 2015	Administrative staff and lead teachers will schedule and oversee the activities.
Units of study will be examined to look specifically at the intended instructional outcome and the student assessment pieces. By strengthening these two components of the lessons presented, the data is likely to show an increase in these domains during formal/informal teacher observations. Teachers who have demonstrated significant expertise in this area will be invited to participate in the modifications of lessons and units of study.	Teachers - grades Pre-K to 3.	October 2014 – June 2015	Teachers and administrative staff oversee the activities.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed include:

- Scheduling Professional Learning times for Tuesday afternoons between October and January.
- Scheduling preparatory time for inter-visitation and coaching opportunities.
- Materials for the implementation of the collegial lesson critique; i.e. iPad, lesson plan, Smartboard, document camera, etc.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Teacher per session funding

#### **Part 6 – Progress Monitoring**

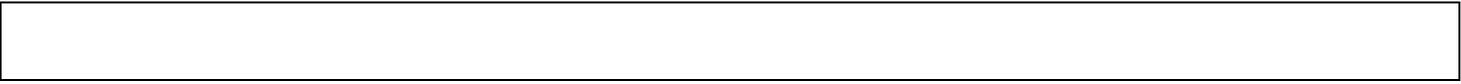
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Teacher progress will be monitored periodically during the observation process with the mid-point being the second week of February. The percentage of lessons rated Highly Effective in the two focus domains will provide verification as to the fulfillment of this goal. The 2013-2014 Measure of Teacher Performance Score Tracker will be used as the baseline for this measure.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

AEA’s Principal Barbara Leto has been leading by example for the last seven years. She is constantly striving to improve her leadership skill and knowledge through lunch and learns with staff, professional articles, workshops, etc. In turn, she has consistently shared relevant items with her Assistant Principal and teaching staff. Under Mrs. Leto’s mentorship, three staff members have furthered their own education and completed School Building/District Leader programs. Earlier this year, Principal Leto was invited by her colleagues to join a professional book club made up of several principal’s from CFN 406. Principal Leto has been sharing her book club experience with her staff after each session. She has expressed the positive effect this book club has had on her own professional development and wishes to invite her staff to establish a book club of their own within the school. By doing this, Mrs. Leto is able to turnkey her own professional growth and increase the professional growth of others. Her suggestion was met with favorable sentiment and the group chose their first book title to be “Every Day Anti-Racism; Getting Real About Race in School”.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 40% of school based staff will participate in the “On Page with Mrs. Leto” book club as measured by the faculty attendance and meeting agendas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Discussion with participating teachers as to the topic and title of books to be shared in the book club. Surveying the interests of the group led to relevant book selection and an increased enthusiasm among participants.	Classroom teachers, specialty teachers, support staff.	December 2014 – May 2015	The Principal and club participants will all play key roles in the implementation and monitoring of the activity.

Members will discuss and assess current issues in education and the community at large to use as a guide for title choice.	Classroom teachers, specialty teachers, support staff.	December 2014 – May 2015	The Principal and club participants will all play key roles in the implementation and monitoring of the activity.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Copies of chosen titles for each participant, i.e. “Every Day Anti-Racism; Getting Real About Race in School”.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Participant surveys will be used to determine how the information gathered through the book club has impacted the nurturing and professional growth of teachers and staff. Through reflection, participants will reflect on our topic and make alterations as needed prior to our March 2015 mid-point mark.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

AEA strives to maintain a strong Home/School connection through collaboration with our Parent Teacher Association, School Leadership Team, and through many activities that promote parent involvement. Parent involvement opportunities that have been securely in place at AEA for the past several years include:

- Curriculum Night
- Publishing parties
- Open School Week
  - Pancake Breakfast made by Mrs. Leto
- Literacy Night
- “On Stage with Mrs. Leto”
- Variety of evening performances
- Stepping-up ceremonies
- Third grade “Salute to Broadway”
- School-wide Family Picnic
- Harlem Renaissance Parent Night
- Science Fair
- Choral Performances
  - Winter and Spring
- Family workshops given by school providers

Although we already have a multitude of opportunities for parents to visit and participate in various school activities, there is always a need to increase these opportunities. As per Schools Chancellor Carmen Fariña’s Pillar 3, we aim to increase the frequency of parent workshop, conferences so that parents/caregivers can learn more about their children’s education and have access to the school community on a regular basis. To this end we have added several new events and committees for the parent community to take part in and solidify the bonds that already exist at AEA. Some of these events include:

- AEA Food Bazaar
  - Cultural event to celebrate our diversity
- Math workshops led by parent member
- Cursive writing club initiated and led by parent member
- Museum Walk
- Academic Review Team (ART)

The new committee being introduced this year known as the Academic Review Team (ART) is a team made up of parents representing all stakeholders within the parent community (ELLs, SWD, PTA Executive Board, and Pre-Kindergarten). The goal of this team is to evaluate the various academic programs we are currently using and to gain a firsthand look at how the teachers differentiate instruction for every type of learner.

Parents/caregivers are an indispensable asset that is needed for the success of any school. These additional, innovative parent involvement opportunities will aid in fostering the welcoming, open-door policy that exists within our school.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 32% increase in the number of Parent Involvement opportunities/events in which families may participate as evidenced by sign in sheets and parent responses on the Environmental Survey.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Consultation with the Parent Teacher Association President occurred to assess the needs and interests of our parent community with regard to parent involvement activities within the school.	Parents / Caregivers	Sept 2014- June 2015	PTA, school administration, teacher representatives.
Consultation with School Leadership Team to discuss goals and new initiatives to enhance the Home/School Connection.	Parents / Caregivers	Sept 2014- June 2015	SLT, school administration, classroom teachers, specialty teachers.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling events, times, and applying for permits.
- Teacher and Parent volunteers to oversee events and activities.
- Custodial staff to assist with set up and break down of events.
- Materials for various workshops; charts, handouts, folders, math tool kits.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Parent donations

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Mid-point progress monitoring will occur in late February to document the number of Parent Involvement opportunities/events that will have occurred up to that point in the school year. Progress monitoring will also include an evaluation of the events that had occurred as to the level of success for each event as well as the discussion to repeat each event during the 2015-2016 school year.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students performing below grade level (scoring a Level 1 on report card) receive AIS <b>Grade:</b> K: < Print Concepts 1 <sup>st</sup> : < level C 2 <sup>nd</sup> : < level G 3 <sup>rd</sup> : < level K	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reteach</li> <li>• Voc building</li> <li>• Modified materials</li> <li>• Visual cues</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during reading and writing workshops.</li> <li>• After school on Monday and Tuesday</li> <li>• Before school on Wednesday, Thursday, and Friday</li> </ul>
<b>Mathematics</b>	Students performing below grade level on various math assessments in concept specific areas (i.e. <65% average on assessments on multiplication equations)	<ul style="list-style-type: none"> <li>• Math Centers</li> <li>• Concept specific activities and practice</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during math workshop.</li> <li>• After school on Monday and Tuesday</li> </ul>
<b>Science</b>	Students performing below grade level on various science assessments.	<ul style="list-style-type: none"> <li>• Scientific Method tasks</li> <li>• Writing in the content area.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during science workshop.</li> <li>• Science Enrichment Club</li> </ul>
<b>Social Studies</b>	Students performing below grade level on various social studies assessments.	<ul style="list-style-type: none"> <li>• Literacy through Art and Music</li> <li>• Writing in the content area.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during social studies workshop and Literacy through Art and Music.</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Social-emotional development is impacting academic progress</li> <li>• Parent concerns for child's progress</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Speech</li> <li>• SETSS</li> </ul>	<ul style="list-style-type: none"> <li>• Push-in</li> <li>• Pull-out</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• During the school day</li> </ul>

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

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

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>303</b>
School Name <b>Academy for Excellence through the Arts</b>		

### 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 <b>Barbara Leto</b>	Assistant Principal <b>Susan Gallo</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Susan Gallo</b>	Guidance Counselor <b>n/a</b>
Teacher/Subject Area <b>Laura Ugbomah/Common Branch</b>	Parent <b>Boaz Adler</b>
Teacher/Subject Area <b>Jodi Rubin/Special Education</b>	Parent Coordinator <b>n/a</b>
Related Service Provider <b>Chanah Cohen</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>n/a</b>	Other <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>168</b>	Total number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>1.79%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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

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		
<b>Total</b>	3	0	0	0	0	0	0	0	3	
Number of ELLs who have an alternate placement paraprofessional: 0										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)				1										1
Advanced (A)		2												2
Total	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

**NYS Math**

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

**NYS Science**

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

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

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.  
 The assessment tools our school uses to assess the early literacy skills of our ELLs are Fountas and Pinnell leveled readers/running records and the MCLASS DY0. Insights received are numerous. MCLASS Reading 3D is our formal reading assessment. The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more

support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student's instructional level. The Progress Monitoring assessments are administered in between Benchmark assessments and are used to track progress of individual student's areas of weakness and changes in reading levels. Reading 3D measures initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our ELLs. By creating skill groups based on the data that is generated through the reading 3D system, we have observed that our students have met benchmark goals in all literacy areas by differentiating instruction for all our learners.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiencies and grades show that our ELLs are steadily learning and improving in their second language acquisition. Two of the three ELL children were classified as Intermediate on their LAB-R exam at the beginning of the school year and the third was classified as a Beginner. Considering the fact that the two Intermediate students are scored Advanced and the Beginner student scored Intermediate on the Spring 2013 NYESLAT exam, we feel that our pedagogy with regard to ELLs is on the right track. Information accumulated through data analysis of NYSESLAT modalities on the RLAT report in ATS shows greater student strength in the listening/speaking portion of the NYSESLAT than in the reading/writing portion for our student who is now Intermediate. Writing is the area in need of support for the two children who scored Advanced on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A

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

Patterns across proficiencies and grades show 2 of the 3 children to be proficient in listening, speaking, and reading portion of daily instruction with the third child showing strength in speaking and listening aspects of the school curriculum. All three ELLs have demonstrated the need for additional support in the writing component of their particular grade requirements. All tests are given in English since we currently do not have a TBE or Dual Language program. Considering the young age of our students, reading and writing in the native language has never been a part of their academic life even before enrolling in our school. Up to this point in time we have never administered the ELL Periodic Assessments due to the fact that all former ELLs have achieved English proficiency prior to being in third grade. Future use of such assessments are being discussed and reviewed by the school administration, classroom teachers, and network liaison. School leaders and teachers are using this data to continually inform instruction.

We believe our programs for ELLs to be successful. We have been able to evaluate the success of our programs for ELLs by looking at the data generated by our early literacy assessment tools. As of October 9, 2013, 66% of our ELLs were reading at or above grade level.

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 instruction for ELLs within the RtI framework by allowing for new methods of differentiation. By analyzing data gathered from formative and summative assessments, students are provided with increasingly intensive and targeted instruction. This instruction is designed to match their learning needs as determined through various classroom assessments and consultation with school administrators and teachers. Support for ELLs begins with Tier I for core of instruction, then increases to Tier II which doubles the dose of instructional intervention. Tier III is the level reached when intensive intervention and support is warranted in small group or 1:1.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Conversations and consultation with ESL coordinator, classroom teacher and school leaders occur to determine the level of second language development that is evident for each child. Using reading, writing, listening and speaking assessments as the foundation of assessing language acquisition act as the foundation for all instructional decisions. Emphasis on areas in need of support is determined and implemented on an individual basis.
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.).  
The LAP team periodically evaluates the success of our programs and instructional practices for our ELL population. Self-evaluation of our programs, measuring rate of student progress, and consultation with the families are some of the ways this evaluation is conducted.

## Part IV: ELL Identification Process

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

- 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](#).)  
Several steps take place in the identification process of English Language Learners. The entire initial process is overseen by our ESL Coordinator/teacher, Susan Gallo, who holds permanent certification in Teaching English to Speakers of Other Languages. In the event that Mrs. Gallo is unable to be present, Mrs. Bates and/or Mrs. Vasilakis have been trained to oversee the intake process. Both Mrs. Bates and Mrs. Vasilakis are pedagogues who hold valid teaching licenses.  
The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing a student who may possibly be an ELL. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time. In the event that a translator is needed, the NYCDOE Translation Unit is contacted. All HLIS are assessed by Mrs. Gallo and a determination is made as to the child's eligibility for LAB-R testing. If a parent answers "yes" to one question on Part 1: ques. 1-4 AND answers "yes" to two questions on Part 1: ques 5-8 on the HLIS, then the next step in ELL identification occurs. The next step is to administer the LAB-R to the student within the first 10 days of enrollment. Along with testing the children newly identified as ELLs by the HLIS, the RLER (Revised Lab and NYSESLAT Eligibility Roster) is generated through ATS and those children are administered the LAB-R as well. Any child who does not pass the LAB-R and whose home language is Spanish will be administered the Spanish LAB. All LAB-R exams are hand scored by Mrs. Gallo.  
All children who are designated as ELLs are annually assessed using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligibility status is confirmed by use of the ATS RLER (Revised Lab and NYSESLAT Eligibility Roster).
- 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.  
Several structures are in place at our school to ensure that parents fully understand the three program choices they have available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). Each entitled family is invited to attend a Parent Information meeting to learn about their rights and the programs available to them. These meetings are conducted by Mrs. Gallo. Multiple meetings are scheduled to accommodate possible work hour conflicts. Meetings are posted on the school's website; invitations to these meetings are sent home in the children's backpacks, and announcements are posted on the parent bulletin board. Information regarding these meetings is sent home in whatever language the parent has requested on Part 3 of the HLIS - "In what language would you like to receive written information from the school?". Translators are made available at all meetings to any family who requests such services. Agendas, sign-in sheets, and native language pamphlets are available at each meeting. The first two meeting opportunities both take place in September; one during our Meet the Teacher/Curriculum Night and the other one immediately before the first PTA meeting. As needed, additional meetings are scheduled during Parent Teacher Conferences in November in both the afternoon and evening. Additionally, a morning meeting is scheduled in October for those parents who prefer attending immediately following morning drop-off.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are sent home by Susan Gallo, ESL Coordinator/teacher, via the students' take home folder/backpack. That

letter explains the HLIS and LAB-R process and explains what the student is entitled to. Two copies of the Parent Survey and Program Selection form are created per child. One form is sent home with the Entitlement letter and an extra is kept at school. This way if the first copy is not returned, a second copy is available for completion when the parent comes to school to attend the Parent Information meeting. By doing this, the school has the ability to ensure that all Parent Survey and Program Selection forms are completed and filed for each ELL on register. After each parent completes the Parent Survey and Program Selection form, the Placement letter is sent by Susan Gallo, ESL Coordinator/teacher via the student's take home folder/backpack. Copies of all forms (Entitlement, Parent Survey/Program Selection, and Placement) are filed and maintained in 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.  
At the present time, the number of children entitled to ESL services do not warrant a self contained ESL class, a Bilingual Transitional program, or a Dual Language program. The current ESL instructional program offered by our school is the Freestanding ESL model. Our program is that of a Push In/Pull Out model. Communication and consultation between the school and the parents with regard to program design is conducted by our SFA volunteers in the parents' native languages. When these Parent Surveys are complete, parent program choices are entered onto the ELPC report in ATS.
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.  
After the initial LAB-R exams are administered to all Kindergarten and newly admitted children whose HLIS form indicate a language other than English is spoken in the home, the RLAT report is run on ATS. This report indicates the names of children who will be tested in the spring using the NYSESLAT. By collecting this data it is possible for the correct number of exams to be ordered through the online ordering system in NYSED. The RLAT is run periodically throughout the school year to ensure that new admits are accounted for and that the number of exams ordered is reflected accurately.  
When the time to administer the NYSESLAT arrives each year, a schedule is created so that all sections of the exam are administered. All schedules and subsequent testing is facilitated by Mrs. Gallo.
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.   
Data gathered from reviewing the Parent Survey and Program Selection forms over the past few years has indicated the continuation of the Freestanding ESL model which we currently have in place. The trend to date is that 100% of the parents surveyed have requested their child be placed in the Freestanding ESL program. Keeping in mind that parents are fully briefed during the Parent Information session of the alternate choices available to them, all have ultimately chosen to have their children be placed in the Freestanding ESL program.  
At the present time the program model offered at our school is aligned with parent requests. In the event that parent choice changes and the number of ELL increases to be able to support such requests, our ESL instructional program and model will be reassessed. The reassessment will be done through consultation with the LAP team, SFA volunteers, and our SLT.

## 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])?

Our program design is two-fold. We offer both a 'push-in' component, as well as a 'pull-out' component to our Freestanding ESL program. For the 'push-in' model, children are blocked by grade. The students are supported and receive service minutes within the class setting. The 'pull-out' portion of the program is designed to be ungraded and children are grouped heterogeneously. Students are grouped together for services with beginner, intermediate, and advanced designations working together. Thus, modeling language skills for one another.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We employ a full time ESL teacher, Susan Gallo, who holds permanent certification Teaching English to Speakers of Other Languages. Mrs. Gallo is here to provide service and ensure that each entitled child receives the mandated number of instructional minutes according to their proficiency level. Each ESL students receives the mandated number of minutes as per CR154 and based on their LAB-R determination. Our ESL instructional minutes are explicitly delivered through our push-in/pull-out model. Small group and one-to-one work is provided to support children in their second language acquisition. Every child also receives ELA support during their literacy block to fulfill the ELA instruction requirement of 180 mins per week for any child receiving advanced ELL designation.

Native language assessment is not part of our Freestanding ESL program. However, if a child is struggling in a particular academic area, we utilize the assistance of a translator to informally assess the child to see if the issue is present in the child's native language. By doing this we are better able to ascertain the needs of the child, his/her strengths, and where the child would benefit from additional support.

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.

We have adopted the Readers and Writers Workshop model for our Balanced Literacy program. We are using Singapore Math for our math program. We have chosen trade book Social Studies and Science programs. The language for instruction is English. ELLs are full participants in all subject area learning. A few of the instructional approaches and methods used to make content comprehensible to enrich language development are additional visual aids are provided. Hands on learning and a print rich environment are provided to serve as an additional supports for our LEP students.

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

Considering the fact that our school employs the Freestanding ESL model for instruction, the only native language evaluation given is the Spanish LAB-R when a native Spanish speaking child does not pass the English version of this assessment tool. In the event that programming choices changes at the school level to include Dual Language or Transitional Bilingual program, then evaluation of native language would change as well.

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

The Common Core Learning Standards for English Language Arts is inclusive of standards addressing reading, writing, speaking, and listening. All of our units of study and coordinating assessments are fully aligned to the Common Core Learning Standards adopted by New York State. This fact ensure that all students are appropriately evaluated in all four modalities.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At present, the subgroups that are currently part of our population are simply ELL students that fall into either intermediate or advanced language proficiency designations. Teachers differentiate instruction by implementing various ESL methodologies such as extensive modeling, one-to-one directions, modified materials, clarifying and reteaching concepts, and pronunciation/linguistic mechanic work. At this present time, we do not have any SIFE children. Considering that this is an Early Childhood Center with students grades Pre-K to 3rd, we do not have any children receiving ESL services for 4-6 years or children considered to be Long-Term ELLs. Also, the requirement under NCLB with regard to ELA testing for ELLs after one year is not age appropriate to our school due to the fact that we do not have ELL students in the testing grades. ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child.

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?

Instructional strategies that teachers implement for our Ells include physical prompting, varied presentation of materials, re-teach concepts, one-to-one directions, modified materials, etc. Grade-level materials include leveled libraries, visual aides, as well as manipulatives made available across content areas. All services and supports provided are required to strictly adhere to the child's IEP accommodations.

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?

ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. All curricular and instructional modifications are designed and implemented based on the individual needs of each student. These students are afforded flexible scheduling in order to accomodate all necessary services; ie: occupational therapy, speech, physical therapy, etc. All services and supports provided are required to strictly adhere to the child's IEP accommodations. Currently we do not have ELL-SWD children whos IEP mandate bilingual instruction. In the event this situation occurs, appropriate placement will be sought and implemented.

### Courses Taught in Languages Other than English ⓘ

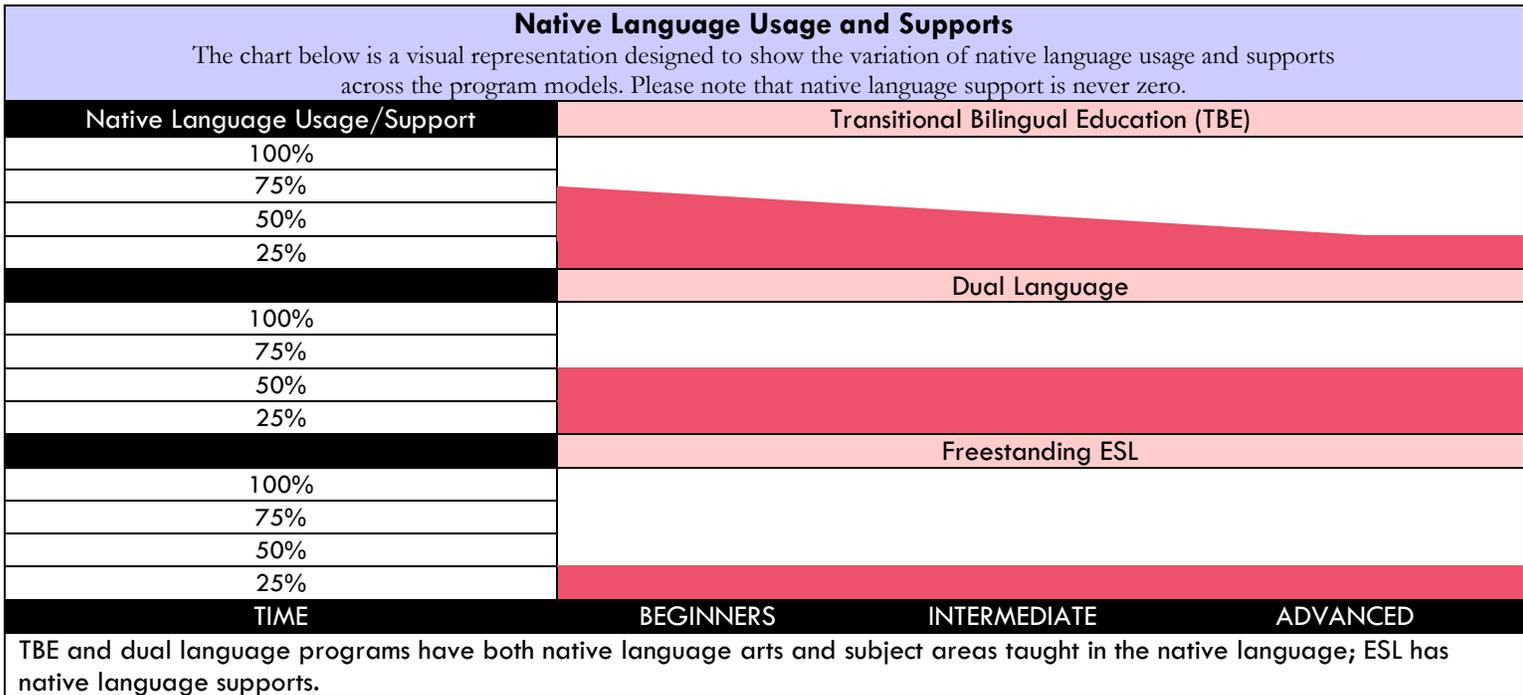
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



## 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.
- Targeted intervention programs have been put in place for ELLs (beginner, intermediate, and advanced) in ELA, math, and other content areas. We have instituted small group instruction, focus groups, and guided reading groups, to provide additional support to our LEP students. Several supplemental programs have been put in place for our ELLs including Academic Intervention Service groups and Extended Day intensive instruction. All instruction is conducted in English. Children who have demonstrated proficiency and passed the NYSESLAT continue to have intervention programs available to them. Push-in instruction also incorporates this population so as to continue the academic support for these students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data analysis is showing solid proof that our current methods, programs, and protocols are effective in meeting the needs of our ELL students in both content and language development. For example, our formal literacy assessment is conducted three times per year and the results are carefully examined. Historically, all of our ELL students have shown significant growth in their ability to read, write, speak and listen. The LAP team periodically reviews and self-assesses our programs and instructional practices for our ELL population. We add revisions to our programming as we deem necessary. Although self-evaluation of our programs has proven successful, this team continues to regularly assess the effectiveness of all aspects of school-life and the way it is affecting our ELLs (curriculum, assessment tools, etc).
11. What new programs or improvements will be considered for the upcoming school year?
- The LAP team has reviewed several new supplemental programs this school year to assist our children with meeting the new requirements for the Common Core. We have purchased PebbleGo which is an online ebook database designed to aid students of all literacy skill levels to access the curriculum. We are also considering Reading A-Z as an additional supplement as well. After implementation of these programs, we will continually monitor their effectiveness and make revisions to our programming as we deem necessary with regard to curriculum, assessment tools, etc.
12. What programs/services for ELLs will be discontinued and why?
- At this time we will not be discontinuing any of the programs or services that our ELLs currently receive.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. Partnerships have included Lincoln Center Institute and Together in Dance. We currently offer an after school program entitled "Wingspan Arts". All of the aforementioned programs are available to all students. Every child in the school, including ELLs, have the opportunity to actively participate in all programs offered.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In order to provide support services to our ELLs, all children are included in small group instruction, focus groups and guided reading groups. Technology is infused by using language enrichment software as well as by introducing children to online resources available to aid with schoolwork. Leveled libraries, literacy/math centers, and modified materials are available to enhance learning and target students' current academic abilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through bilingual staff members, SFA volunteers, and native language materials which include a growing native language library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All required services and resources support and correspond to our ELLs' ages and grade levels. This is done by programs taking into consideration the process and developmental stages of second language acquisition; promoting a collaborative approach among teachers, administrators, and other personnel involved in the education of ELLs; and building on prior knowledge and experience of students to help in their development of age/grade appropriate language, vocabulary, and concepts.
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.
- We offer newly enrolled ELL students, and their parents, an orientation session before the start of school. This orientation includes a building and classroom tour for both child and parent to familiarize them with the layout of the school in order to make an easier

transition on the first few days of school.

18. What language electives are offered to ELLs?

Considering elective classes are usually not a part of the Early Childhood education programs, our school has begun Enrichment Clubs for grades K-3. To date, we have offered Italian as a choice for one of our Enrichment Clubs. Children have the opportunity to learn basic vocabulary, food, and culture of Italy.

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

Specific Professional Development training for all staff is designed around the needs of our ELLs. The specific staff included in this type of professional development include teachers, educational assistants, psychologist, OT/PT, speech teacher, school aides, and secretary. At this time we do not have a parent coordinator or a guidance counselor. As per Jose P, the general education staff members who teach these children on a daily basis receive a total of 7.5 hours of training. All of the teachers currently on staff have been working for the NYCDOE for more than 8 years. These staff members have already acquired the hours needed to fulfill this mandate. Our special education teacher has also fulfilled the 10 hours of professional development in this area. However, in the event that new faculty joins our staff, we will be providing professional development training. This training is designed for new staff members to become familiar with ESL methodology and practices best suited for this special population. Staff will meet with the ESL coordinator to develop strategies to meet the needs of the ELL students. The administration, teachers, teaching assistants and support staff will participate in ongoing Staff Development sessions with issues related to the Common Core Learning Standards and strategies to increase student achievement. Meeting agendas will be maintained at the school. Since this is an ECC, our students will not be transitioning to a middle school, but rather, simply continuing in another neighborhood elementary school. As stated above, as per Jose P., all new staff will undergo 7.5 hours of ELL training which will consist of training to help staff develop practices suited for the ELL population of our school.

## 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?

Several parent involvement activities have been put in place in this school. Activities are all inclusive to the parent body, both ELL parents as well as non-ELL parents are welcomed. These programs provide many opportunities for parents to become an integral part of their child's education. Some of these activities include Curriculum Night, ESL Parent Orientation, Art Buddies, Reading/Math Buddies, Literacy/Science Fair, 'On Stage with Mrs. Leto', etc. Translated versions of all materials are made available at every parents request. All materials are automatically translated into parent's native languages if they requested written communication be provided in an alternate language on the HLIS form completed at registration.

All aforementioned programs have been designed to foster a very strong Home/School connection. Workshops and services for ELL parents are provided by the ESL Coordinator, teaching staff, PTA, community organizations, or school administration. Our school has a partnership with the CBO - Wingspan Arts to provide workshops and services to ELL parents as the need arises. In order to determine the needs, specifics for these workshops and services are determined by a needs assessment conducted by the PTA at the beginning of the school year. All workshops and extras are designed based on the issues specified by the parents that they feel should be addressed. Activities are, in turn, designed to address such issues and/or needs. At this time there is no parent coordinator on staff at our school.

## E. Additional Information

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

## Part VI: LAP Assurances

School Name: <u>Academy for Excellence through</u>			School DBN: <u>28Q303</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Leto	Principal		10/11/13
Susan Gallo	Assistant Principal		10/11/13
n/a	Parent Coordinator		
Susan Gallo	ESL Teacher		10/11/13
Boaz Adler	Parent		10/11/13
Laura Ugbomah	Teacher/Subject Area		10/11/13
Jodi Rubin	Teacher/Subject Area		10/11/13
n/a	Coach		
n/a	Coach		
n/a	Guidance Counselor		
n/a	Network Leader		
Chanah Cohen	Other <u>Related Service Prov</u>		10/11/13
	Other _____		
	Other _____		
	Other _____		

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

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

DBN: 28Q303 School Name: Academy for Excellence through the

Cluster: 4 Network: 406

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

### **Part A: Needs Assessment Findings**

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

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our school's written translation and oral interpretation needs. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time regardless of age or grade. In the event we find that a translator is needed at this initial interview, either a staff member who speaks the parent's language is brought to the main office or the NYCDOE Translation Unit is contacted. All parent interviews are conducted by Mrs. Gallo, ESL Coordinator. In addition to the initial oral interview that is conducted at the time of registration, written and oral translation needs are assessed by examining Part 3 of the HLIS - "In what language would you like to receive written information from the school?". The response that parents make for this part of the form gives us the best indication as to the services that will be put in place for each family throughout the school year.

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

The major findings of our school's written and oral interpretation needs are determined after careful examination of all HLIS forms, with particular attention given to the preferred language of communication each parent has requested on Part 3. Our findings indicate that all families have chosen English is the language of choice for both written and oral communication from the school. Each year these findings are discussed and reported to the school community through the School Leadership Team and the Parent Teacher Association.

## Part B: Strategies and Activities

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

Even though specific written translation services have not been requested by parents, we find that it is beneficial to provide such services if the need arises unexpectedly. For example, we have had families where the parent fills out the HLIS form and requests all written and oral communication from the school to be sent in English, however the grandparent may be the person who is caring for the child and be the first person to receive the communications from the school. We have found that in a case like this, by sending the information home in a language the grandparent or caregiver understands, the Home/School connection is that much stronger. When written translation services are needed we contact the NYCDOE Translation Unit. We have found that since most of the documentation that needs to be translated is date-specific (ie: report cards, parent teacher conferences, etc) we are able to ensure timely provision of translated documents to parents.

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.

Although parents have not formally requested oral translation services from the school, we have several methods of providing translation on a need basis. We have created a program within the school which assists us with oral translation needs that may arise unexpectedly. This program is known as School-Family Assistance volunteers. The SFA is made up of staff and parents from different language backgrounds who have volunteered to be called upon in the event that translation needs arise. These parents will help with the communication needs between school and family in languages such as Hebrew, Spanish, Russian, Italian, etc.

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>.

As stated in Chancellor Regulation A-663, all schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. These documents have been downloaded and printed from the <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm> link on the DOE website. Our school has posted the Parent Bill of Rights on the PTA bulletin board which is prominently located outside of the main office near the security desk. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Currently we do not have 10% of the children/parents speaking a language other than English or the nine covered languages so additional signage is not necessary at this time. However, if the need does arrive, the ESL Coordinator will make the proper arrangements for additional signage in the designated language or languages.