

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q240

School Name:

VERITAS ACADEMY

Principal:

CHERYL QUATRANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Veritas Academy School Number (DBN): 25Q240
Grades Served: 9, 10, 11
School Address: 35-41 Union Street, Flushing, NY 11354
Phone Number: 718-888-7520 Fax: 718-8887524
School Contact Person: Cheryl Quatrano Email Address: cquatrano@schools.nyc.gov
Principal: Cheryl Quatrano
UFT Chapter Leader: Mary Orlando
Parents' Association President: Jodi Nath
SLT Chairperson: Beatrice Strong
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jodi Nath
Student Representative(s): Soha Ahmed
Daisy Ogbeta

District Information

District: 25 Superintendent: Elaine Lindsey
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: 718-391-8320

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
CHERYL QUATRANO	*Principal or Designee	
MARY ORLANDO	*UFT Chapter Leader or Designee	
JODI NATH	*PA/PTA President or Designated Co-President	
BINTA JENNINGS	DC 37 Representative (staff), if applicable	
JODI NATH	Title I Parent Representative (or Parent Advisory Council Chairperson)	
SOHA AHMED	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
DAISY OGBETA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
HARRY MAYER	Parent	
LAURA BATTEY SAMUELS	Parent	
DARRYL SAMUELS	Parent	
DEBORAH KIERNAN	Teacher	
MELINDA SPATARO	Teacher	
BEATRICE STRONG	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Veritas Academy offers each student an opportunity to find and develop his or her unique profile of gifts and talents. We are committed to providing challenging, in-depth, and enjoyable learning experiences for all students through our Schoolwide Enrichment Model. Our collaborative school culture focuses on the development of talents in all students and provides a broad range of advanced-level enrichment activities. Instructional technology infused through all subject areas ensures that students develop the necessary skills for the demands of the 21st century job market. The school culture celebrates individuality and creativity. Our goal is to develop a lifelong love of learning in our students so that they become successful and creative problem solvers, ethical citizens of the world, and know they can make a difference.

Veritas Academy is a Renzulli school of learning where faculty and staff are committed to finding and igniting the gifts and talents of every student. Inspiring their interests, we aim to develop life-long learners who have the skills and confidence to matriculate at four year colleges and universities and take on real world challenges. Veritas Academy graduates know their voice has an impact; they are active citizens who are inquisitive, informed, self-aware, and empathetic – prepared and eager to contribute to the world.

Veritas Academy is dedicated to the academic and social-emotional development of all students. This is reflected in our 2 school goals:

Academic: We will nurture our quest for understanding the world by completing interest-based investigations in all content areas.

Social/Emotional: We will develop our empathetic capacities by respecting the perspectives of all people.

Veritas Academy has partnered with following organizations:

- Anne Frank Center
- New York Hall of Science
- American Museum of Natural History
- Habitat for Humanity
- University of Connecticut
- St. John's University
- Carnegie Hall
- Jazz Standard
- Move Learning Forward

- Flushing Rotary
- Korean Consulate (Educational Division of the United Nations)
- Korean American Association of Queens
- PEN Writers Program

The component of the Framework for Great Schools in which Veritas Academy has made the most progress over the past year is that of establishing a supportive environment for all students. One key structure which Veritas has in place to address this component is the Development of the Social Emotional Inquiry Team. This team addresses each student as a whole person and thereby addresses social, emotional, health, family, and economic concerns. Student information is shared with staff members in a most confidential manner, and only if such information has a clear and direct influence on the student's academic achievement, and only if the information is necessary and must be considered or addressed while teaching. Students are identified on a walk-in or referral basis. Referrals can be made by staff, parents, or other students. A student's plan of action to support identified needs usually includes an initial meeting with the student by the guidance counselor or social worker, a parent/ family meeting, internal or community referral, and academic intervention. Follow-up is consistent with the student's progress.

Going forward, our key areas of focus for the 2015-2016 school year will be to (1) create stronger family-community ties and (2) encourage and put in place formal structures for teacher collaboration and leadership.

25Q240 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	276	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	5	# Drama	N/A
# Foreign Language	6	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population		124.4%	% Attendance Rate		91.3%
% Free Lunch		62.1%	% Reduced Lunch		12.1%
% Limited English Proficient		9.7%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		14.5%
% Hispanic or Latino		52.4%	% Asian or Native Hawaiian/Pacific Islander		17.7%
% White		9.7%	% Multi-Racial		0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		5.6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		93.2%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
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- Performance Trends Analysis: An assessment of our Social Studies Regents scores indicate an approximate 50/50 pass/fail rate, and thus show a need for more rigorous instruction and CCLS training for teachers. This coincides with our Quality Review Rating of Proficient for Instructional Core 1.2 (Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.) Performance trends also indicate that we are in need of 1) bolstering our Regents scores and 2) providing support for students not on track credit wise for graduation.
 - Strengths: As per our 2014-2015 Quality Review, Veritas is well-developed in two areas of instruction: 1) We ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. and 2) align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Regarding school climate, we are well developed in being able to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.
 - Priority Needs: We will focus on becoming well developed in our two proficient areas. Regarding instruction, Veritas plans to improve on the development of teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Regarding systems for improvement, Veritas seeks to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Social Studies department will collaboratively develop rigorous CCLS-aligned units of study and performance tasks for grades 9, 10 and 11 to improve rigorous and real-world instruction as measured by the development of 3 Common Core aligned units of study.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>On-going Social Studies CCLS Professional Development on writing Common Core Aligned Lesson and Unit Plans</p>	<p>Social Studies Department</p>	<p>September 8, 2015-June 13, 2016</p>	<p>Larry Neadel-Social Studies Teacher, Mark Sanchez-AP Instruction</p>
<p>Social Studies Student Push-in Services</p>	<p>Grade 9-students with failing social studies report card grades ; Grades 10, 11- students with failing social studies report card grades and/or failing grades on Global or American History Regents exams</p>	<p>September 9, 2015-June 13, 2016</p>	<p>Push-in Teacher TBA</p>
<p>Social Studies Curriculum Access for ELLs/ Students with IEPs- On-going Professional Development and Support</p>	<p>Social Studies Department</p>	<p>September 9, 2015-June 13, 2016</p>	<p>Max Pichardo-ESL Teacher, Robert Sestak-Social Studies Special Education Teacher</p>
<p>How to Help Your Child Achieve Success on Social Studies Regents Exams-Parent Workshop</p>	<p>All Parents/Guardians</p>	<p>December 2015, May 2016</p>	<p>Connie Scalici-Parent Coordinator, Larry Neadel-Social Studies Teacher, Mark Sanchez-AP Instruction</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling adjustments for planning time, teacher/supervisor per diem, teacher/supervisor per session, AIS teacher

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

midterms, summative tasks linked to CCLS units of study

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

- Data Analysis: Our current school wide lateness to school rate is 19%. Students who arrive on time to school perform better academically and have fewer social/emotional issues. Students who arrive late do not have a chance to acclimate into their daily routine and miss quality instruction time. Late students also cause a disruption to their classmates by entering during the lesson.
- Strengths: It is important to note that Veritas received on our 2014-2015 Quality Review a well developed rating in the areas of providing engaging, rigorous and coherent instruction and school culture (4.4). We need to continue to do well in these areas in order to combat our problem of student lateness. We were rated as proficient in regard to (1.2) teacher pedagogy. As teachers learn to make lessons more meaningful and tied to the real world, it is hypothesized that student latenesses will diminish.
- Priority needs: To strengthen the internal and external school supports to diminish student lateness and improve the attendance rate. In keeping with the Framework for Great Schools, Veritas Academy will address the problem of student lateness through the lens of the following 6 elements:
 - provide rigorous and challenging instruction so that students will want to attend school on time,
 - establish a supportive environment so that our school can assist students with problems outside of school which contribute to latenesses,
 - establish a structure for teachers to work collaboratively to devise incentives, morning events, etc., to encourage student punctuality,
 - maintain effective school leadership which emphasises the social-emotional growth of students, emphasizing the real world importance of being on time
 - establish strong family-community ties----Parents/guardians will be made aware of student latenesses on a daily basis. Community resources will be provided to parents on an as needed basis.
 - Most importantly, Veritas will cultivate an environment of trust so that students and families will be able to trust us to assist them with the issues at the heart of individual student latenesses

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% decrease in the Veritas Academy whole school lateness rate as measured by the Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent/Guardian Phone Calls- after each and every student lateness</p>	<p>All students</p>	<p>September 9, 2015-June 13, 2016</p>	<p>Frank Raccuglia-AP Organization/Security, Scott Binta Jennings-Attendance Coordinator, Scott Switzer</p>
<p>Punctuality Progress Incentive Program-certificates, prizes, parties for improved attendance</p>	<p>Those students with habitual latenesses</p>	<p>September 9, 2015-June 13, 2016</p>	<p>Frank Raccuglia-AP Organization/Security, Scott Binta Jennings-Attendance Coordinator, Scott Switzer</p>
<p>Social/Emotional Inquiry Team-lateness concern added to each agenda</p>	<p>All Staff members</p>	<p>September 9, 2015-June 13, 2016</p>	<p>Lisa Bongiovi-Guidance Counselor, Hal Eisenberg-Social Worker, Frank Raccuglia-AP Organization/Security, Binta Jennings-Attendance Coordinator</p>
<p>“How to Help Your Child Get to School On Time”- Parent/Guardian Workshop</p>	<p>Parents/Guardians</p>	<p>October 2015</p>	<p>Lisa Bongiovi-Guidance Counselor,</p>

			Hal Eisenberg-Social Worker, Frank Raccuglia-AP Organization/Security, Binta Jennings-Attendance Coordinator, Connie Scalici, parent Coordinator, PTA President
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
guidance personnel, administrative personnel, purchasing coordinator, flexible schedule, support staff, workshop materials; student incentive materials.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Veritas Academy will use schoolwide and individual attendance and lateness reports as our mid-point benchmarks. Our annual goal is to reduce lateness and improve attendance. These will be tracked monthly and used to adjust our internal and external support activities.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Parental involvement is crucial for student success. Although Veritas has announced our PTA meetings via our school website, PA announcements and the School Messenger system, our attendance rate is poor. As per our PTA sign-ins, on average less than 10 percent of parents/guardians attend PTA meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Veritas Academy will further its collaborative partnerships with families and community organizations, as measured by a 5 % increase in parents who attend PTA meetings.

- Performance Trends Analysis: An assessment of our Social Studies Regents scores indicate an approximate 50/50 pass/fail rate, and thus show a need for more rigorous instruction and CCLS training for teachers. This coincides with our Quality Review Rating of Proficient for Instructional Core 1.2 (Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.) Performance trends also indicate that we are in need of 1) bolstering our Regents scores and 2) providing support for students not on track credit wise for graduation.
- Strengths: As per our 2014-2015 Quality Review, Veritas is well-developed in two areas of instruction: 1) We ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. and 2) align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Regarding school climate, we are well developed in being able to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.
- Priority Needs: We will focus on becoming well developed in our two proficient areas. Regarding instruction, Veritas plans to improve on the development of teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Regarding systems for improvement, Veritas seeks to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Student Events as Part of PTA Monthly Meeting Agenda-e.g., marking period Student Recognition Awards Presentations, and musical theater, band, guitar, keyboarding concerts</p>	<p>Parents/Guardians</p>	<p>September 8, 2015- June 13, 2016</p>	<p>PTA President, Connie Scalici-Parent Coordinator, Melinda Spataro-Special Programs, Michael Eisenberg-music teacher</p>
<p>Parent/Guardian Workshops held at Various Times (with translations services available)- e.g.,-Helping Your Child Pass Regents Exams, Helping Your Child Be on Time for School, Navigating the College Admissions Process, College Financial Aid & Scholarship Information, Vocational Schools and Careers, Military Opportunities,</p>	<p>Parents/Guardians</p>	<p>September 8, 2015- June 13, 2016</p>	<p>PTA President, Connie Scalici-Parent Coordinator, Lisa Bongiovi-Guidance Counselor, Mark Sanchez-AP Instruction</p>
<p>Last Agenda Item for PTA Various Meeting- Parents vs. Child Competition-e.g., basketball and various sports games, with trophies, medals for winners</p>	<p>Parents/Guardians/Students</p>	<p>October 2015</p>	<p>PTA President, Connie Scalici-Parent Coordinator, Mark Sanchez-AP Instruction, Frank Raccuglia-AP Organization/Security, Gary Sullivan-Physical Education Teacher</p>
<p>Parent Thank You Dinners During PTA Meetings –December and May</p>	<p>Parents/Guardians</p>	<p>December and May PTA Meetings</p>	<p>PTA President, Connie Scalici-Parent Coordinator, Student Government Executive Board</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session funds, flexible support staff programming, PTA regular meetings

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmark we will use is a 4 percent increase in PTA attendance by January 2016. The increase in strong-family ties, as per the Framework for Great Schools, and parental involvement and support, will assist in the reduction of student latenesses and therefore translate into better student achievement.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Incoming freshman -NY State ELA score • Grades 10-11- Failing report card grade in English 	In class push-in services	Small group and one-to-one	During the school day
Mathematics	<ul style="list-style-type: none"> • Incoming freshman -NY State Math score • Grades 10-11- Failing report card grade in math and/or math Regents 	In class push-in services	Small group and one-to-one	During the school day
Science	Failing report card grade in science and/or science Regents	In class push-in services	Small group and one-to-one	During the school day
Social Studies	Failing report card grade in social studies	In class push-in services	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by parent or staff member	In class push-in services	Small group and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>Veritas will employ the following strategies and activities: monitoring of new teachers, assignments through interests, elective courses, sharing of teachers' expertise, evaluations, open-door policy. Veritas will continue to recruit teachers from local colleges such as St. John's University. In order to retain our teachers, we will provide new teachers with buddy/mentors, create formal systems for team planning and collaboration and encourage staff to attend outside professional development opportunities and turnkey said trainings. We will also hold new teacher breakfasts to help build school spirit and provide support.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We will employ the following strategies and activities: one-on-one meetings with individual PD plans, department and grade meetings and trainings, staff selection of PD, binders for all staff members, common time for trainings built into the schedule, in-house training.</p>

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The decision making process in which teachers participate include the writing of their own curriculum with built-in assessments, teacher created midterms and finals, input regarding the schoolwide grading policy , department head participation at curriculum cabinet meetings.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	164,392.00	x	Section 5A, 5B, 5C
Title II, Part A	Federal	0	NA	NA
Title III, Part A	Federal	11,200.00	x	Section 5A

Title III, Immigrant	Federal	0	NA	NA
Tax Levy (FSF)	Local	2,488,026.00	x	Section 5A, 5B, 5C

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

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

Veritas Academy also distributes on a regular basis parent, student and staff needs assessment surveys. The results help determine areas of interest, as well as those in need of improvement or change. Technology workshops are given as per parent requests as well as on pre-determined topics such as Engrade, and College Readiness. With the assistance

of administrators, staff, parents and students, Veritas helps its students not only achieve, but surpass all performance standards.

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

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

School-Parent Compact (SPC)

As a staff member at

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

As a parent of a child at

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

-

As a student at

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 240
School Name Veritas Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Cheryl Quatrano	Assistant Principal Frank Racugglia
Coach Melinda Spataro	Coach type here
ENL (English as a New Language)/Bilingual Teacher Maximo Pichardo	School Counselor Lisa Bongiovi
Teacher/Subject Area Neysa Rodriguez/ Spanish	Parent Beatrice Strong
Teacher/Subject Area Dr. Michael Eisenberg/ Music	Parent Coordinator Connie Scalici
Related-Service Provider Jessica Wyllins	Borough Field Support Center Staff Member Lawrence Pendergast
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	431	Total number of ELLs	31	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13	0		9			8			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										14	9			0
Chinese										3				0
Russian														0
Bengali										2				0
Urdu										2				0
Arabic														0
Haitian										1				0
French														0
Korean										1				0
Punjabi														0
Polish														0
Albanian														0
Other												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											2			0
Emerging (Low Intermediate)										5	2	2		0
Transitioning (High Intermediate)										3	2	2		0
Expanding (Advanced)										5	5	3	0	0
Commanding (Proficient)										4	5	6		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										4	5	6		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	5	6		0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA		0		
Integrated Algebra/CC Algebra	8		2	
Geometry/CC Algebra	8		2	
Algebra 2/Trigonometry Math _____	2		0	
Chemistry	2		0	
Earth Science	10		5	
Living Environment	7		4	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	9		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
All incoming students at Veritas Academy are assessed with the New York City Performance Assessment in English. The results of this assessment are used to plan and guide instruction for both ESL and the content area teachers. The data provides a framework for which to build supports for the ELL population as the content area teachers plan their lessons. The data shows us that the reading and writing levels of our ELLs are lower than those students who are English Proficient. We therefore use this data to differentiate instruction, particularly in an integrated model of teaching as well as stand-alone teaching.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here: The NYSITELL data, based on two students who were eligible for that assessment, reveals that they are at an Emerging and Entering level respectively. The students had difficulties in areas of writing and speaking, which relates to listening as well.
Our NYSESLAT data reveals the following:
Many of our first year Ls tested at the Expanding level. Some of our long term ELLs were able to test out of ESL (Commanding) and there is a nearly identical number of Emerging and Transitioning students. Only one student is at the very beginning level (Entering). The data identifies the areas in which our students are proficient and lacking. A number of our incoming ELLs tested at the Commanding level while other ended up at every point of the spectrum. We can then develop a plan of action that addresses their strengths, in order to keep building on those, as well as their areas of improvement, which we need to bring up to par. The common area in which most of our learners need most support is that of writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here: This is our third year of operations and I have not been acquainted with the AMAO tool, therefore we have no data as it applies to this area.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Paste response to questions here: As we look at our data across the different levels and grades, we see that most of our ELLs are progressing in their skills as they continually test at a higher level each year. We have very few students testing at the most beginning levels (Entering and Emerging). We are a school on our third year of operation and we are still getting to know our students as our school keeps growing. This year is the first year that we will have students take the ELA regents exam, so we have no data for this as of yet. We have a small but dedicated staff in our school. We have ongoing progress reports where we share how our students are performing. This, in turn, is analyzed and used to shape how we prepare our lessons and which supports our students are in most need of. From the periodic assessments we are learning which areas our ELLs need to focus on. For most of our population the areas of needs centered around writing and reading comprehension. A large percentage of our ELL population is Spanish speaking. We use the home language to enforce drive our instruction because by strengthening the home language the skills the students learn will translate to English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: n/a

6. How do you make sure that a student's new language development is considered in instructional decisions?
During our team planning meetings the ESL teacher and the content area teachers discuss how to incorporate multiple points of entry lessons and tasks. The ENL teacher provides the content area teachers with scaffolds and sentence frames that can be used to help develop the students' academic and social language and help them in the content areas. The goals for each individual student are shared during the meetings among the content area teachers so that they are aware of the specific goals that we have for each ENL student. As the ENL teacher gathers data throughout the year regarding the ENL students he shares it in team planning and inquiry meetings.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here: The success of our programs is reflected firstly on how the students are testing on the NYSESLAT exam and whether they go up in levels or test out. Secondly, we evaluate success by doing periodic assessments and noting what progress has taken place. Additionally, as the ENL teacher, the work I do with my students has to reflect on their content area classes because I work on improving their literacy skills.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The procedure for accommodating parents and students with their home language involves the parent and child meeting with the ESL teacher (Maximo Pichardo) in that teacher's office and from there parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by the ESL teacher, Maximo Pichardo, provided in their home language. This survey allows us to identify what language other than English is spoken at home. The pupil Personnel Secretary (Kathy Santoro) reviews the HLIS together with the ENL teacher (Maximo Pichardo) and an informal oral interview with both the parent and child is conducted by the ENL teacher. A translator will assist in conducting the interview as necessary. The ENL teacher (Maximo Pichardo) determines Language Assessment Battery - Revised (LAB-R) eligibility. If the HLIS indicates that the child uses a language other than English, within ten days of entering the school as a new admit, the ENL teacher (Maximo Pichardo) will administer the LAB-R. Performance on this exam determines whether the child is eligible to receive state-mandated ENL services. Students who score below proficiency on the LAB-R become eligible for ENL services and are provided with the Entitlement Letter that can be found on the Department of Education website. The students who have taken the LAB-R, and whose home language is Spanish must also take a Spanish LAB to determine underlying transferable skills in Spanish and language dominance. Parents of students who scored at or above proficient on the LAB-R are sent letters of non-entitlement. These letters are sent to their parents in their home language along with a notice informing them of a Parent Group Orientation meeting. The informal oral interview, conducted by the ESL teacher

(Maximo Pichardo) consists of asking students questions with differing level of complexity to see where their English Language skills are. The questions escalate in nature from "What day of the week is it" to "What is your favorite book and why?" A higher level question to determine language skills has been "What is your favorite sport?" Answer: "Soccer." "Can you please describe how an offside penalty takes place?" If it is determined that the student speaks a language other than English we proceed to administer the NYSITELL. If a student does not speak a language other than English, we stop the informal interview and label the student as not an ELL. The pedagogue in charge is an certified ESL teacher who is fluent in Spanish - which is the language of the vast majority of the ELL population.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We begin this assessment of SIFE by first administering an oral interview questionnaire. For those students whose home language is either Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE (LENS). After conducting these procedures, the ENL teacher will determine if the student has had a measurable gap in their formal education and place the student accordingly. Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment. As per CR PART 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- * The student's history of language use in the school and home or community
- * The results of the individual evaluation of the student conducted in accordance with procedures in CR PART 200.4(b) (6) which includes assessments administered in the student's home language
- * Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision.

Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE. For more information on determining special education language of instruction and/or service, refer to Special Education Policy Guidance: Language of Assessment for Students in the Special Education Assessment Process.

The LPT members on our team are: Dr. Michael Eisenberg (Music teacher, fluent in French, German, Japanese, Spanish), Ms. Neysa Rodriguez (Spanish teacher), Maximo Pichardo (ESL Teacher). They are assisted in the process by Kate Herman (Director of Special Education), and Mark Sanchez (AP), and parent of the child in question.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All letters are sent out in the parents' preferred language. We use the Home Language Survey to inform us on the language parents

would like to receive written information from the school. We ensure that entitlement and non-entitlement letters are distributed within five school days by preparing the letters for completion and assigning a teacher to complete all the fields. The letters are dated the day the student takes the NYSITELL and sent home that same day. Copies of all letters are made and kept in the main office and placed in the students file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Within 5 days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. The new Placement letter explains that they have a right to appeal ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: Once the necessary students have been given the LAB-R/LAB and the exams are scored on site, parents of entitled students are given entitlement letters in their home language. At this time parents are invited to an orientation held in the school by the ENL coordinator and the parent coordinator. Translators are always present when necessary or indicated by the parent as per the Parent's Preferred Language Form. During the Parent Program Orientation the ENL coordinator provides the parent with the opportunity to view the Parent Orientation Video in the parent's home language. Once the parent orientation video has been viewed the ENL coordinator will provide the parent with an ENL Parent Brochure in their home language which further explains the three program choices offered in New York City. After the parent has the opportunity to view the materials the ENL coordinator will answer any questions that the parent has. A Parent Survey and Program Selection Form will be handed out in order for the parent to make the best choice regarding their child's education.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed, by the ENL teacher (Maximo Pichardo) of all three program models at the parent orientation, we hand-out a Parent Survey & Program Selection Form in the parents preferred language, where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in the ENL program. We monitor choice by reviewing Program Selections in grades 9-11 to see if 20 or more ELL students who speak the same language in one or two contiguous grades request bilingual education. If we find the required demand then we are required to open a bilingual program. We place phone calls to the home of the students in order to ensure that the parents have received the documentation and that they are in the process of completing them.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent Survey and Program Selection forms are given in the parents preferred language. Our ESL teacher (Maximo Pichardo) is responsible for collecting missing forms by using the Translations and Interpretations unit for language support. We continue to reach out to parents who have not returned the Parent Survey & Program Selection Form by arranging an orientation at a time that is more convenient to them. We also make attempts during the parent meetings. Lastly, we use our allotted parent outreach time on Mondays, Thursdays and Fridays.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL teacher (Maximo Pichardo) downloads the placement letters in all available languages from the intranet. He then has the letters in place ready to be distributed with the parents' program choice within 10 school calendar days of enrollment in their preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We retain all ELL documentation by first making multiple copies. We place ELL documents in the students' cumulative file and we keep copies of those documents in the main office. Our ESL teacher, Maximo Pichardo is responsible for maintaining all ELL documents.

11. 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.

We make sure that all ELLs receive the NYSESLAT by using the RLAT report that indicates all the ELLs by grade and class. We also use RNMR report to identify ELLs. We follow NY State procedures to administer the NYSESLAT. In the beginning of the year the ENL coordinator orders the New York State English as a Second Language Achievement Test (NYSESLAT) for the ENL population in the school. Weeks prior to the administration of the NYSESLAT, the ENL teacher (Maximo Pichardo) works alongside the testing coordinator (Jessica Wyllins) to create a schedule that aligns to the testing window allocated for the NYSESLAT by New York State. The ENL coordinator attends rubric training in the spring and selects a NYSESLAT committee to help administer and score the NYSESLAT. The ENL coordinator will turnkey the information provided from the rubric training and train the NYSESLAT committee on how to score the NYSESLAT according to the training guide provided by New York State. All students taking the NYSESLAT are

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We review the NYSESLAT results to see which ELLs will continue in their program. We then download copies of the letters in various languages, fill-out the letters, make copies, and distribute on the first day of the new school year. Our ENL teacher is responsible for distributing the continued entitlement and transitional support parent notification letters in the parents' preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

According to our Parent Selection forms for the past two years (our school is on its third year of operations), most parents request Free Standing English as a Second Language instruction. Currently we are very aligned with our parent selection. We offer free standing ESL in each grade as our sole ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Paste response to questions here: The program at Veritas Academy includes integrated and standalone classes. In the integrated classes the ELLs are mixed in with the general ed students. The ENL teacher co-teaches with the content area teacher. He brings in supports for the ENL students and works with them during group activities to ensure that they are always staying on task with the class.

For our standalone classes, the students are taught a curriculum based around the common core standards. All of the skills of literacy are worked on through the lessons. Special attention is paid to reading critically through non-fiction works. The integrated classes consist of students that are in the same grade. The standalone classes can include students in different grades but only one grade apart. Some integrated classes have students of mixed proficiency levels.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our program model is a dedicated ENL program with all content area classes taught in English. Our ENL model includes an Integrated and Stand-alone program. If a student is identified as a beginner/Entering, he/she is entitled to 540 minutes of instruction per week. 180 mins of these minutes are required to be standalone instruction, at minimum, with 180 minimum of minutes to be integrated ENL. Another 180 minutes are either Integrated or Standalone instruction. An intermediate/Emerging student is mandated to receive 360 minutes of ENL instruction a week. A minimum of 180 of those minutes are required to be integrated instruction. The other 180 minutes are divided between standalone (90) and integrated (90). Intermediate students, as per NYSESLAT or NYSITELL assessments, who are on the Transitioning level receive 180 minutes of ENL instruction per week. We service these students exclusively in an Integrated model of instruction. Advanced/Expanding students receive 90 mins of ENL instruction per week. Their instruction takes place in an Integrated environment. The proficient students are mandated to receive 90 minutes of instruction per

week. They are serviced in Integrated ELA classes. All students are programmed to meet their mandated amount of minutes by the program coordinator (Jessica Wyllins), who works alongside the ESL teacher (Maximo Pichardo).

3. Describe how core content is delivered in each program model. 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 deliver the core content in each program model by utilizing the six types of scaffolding techniques. These are: Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation. Modeling is used by demonstrating a skill or ability. Our ENL teacher models all new skills that the students are learning. This takes place by means of demonstrating to the student how something is to be done or by having the class do the first part of an activity together with the ENL teacher. We institute Bridging by connecting the present and the past. This is done by activating prior knowledge and tapping into student's past personal experience. For example, during a lesson about the meaning of fourth of July we asked the students when did their countries achieve independence and who fought for it. Contextualization is utilized by using techniques such as images to portray a concept which isn't part of a student's vernacular - such as 'scarcity' or 'developing country.' The use of TPR (total physical response) is another technique that is incorporated in contextualization. Schema building incorporates the use of graphic organizers and sentence frames. These take shape in the form of timelines, sentence frames for essay writing such as, "In conclusion, the use of cell phones in schools should be banned because..." Metacognitive development techniques are used mostly by the proficient to expanding learners. They can more easily detect the mistakes that they make and self correct or self edit. Finally, text representation involves getting the students to do things such as turn and talk, role play and modifying the text to make it appropriate to the audience. One lesson where we used this technique was where we had the students learn about the use of water in resorts located in third world countries. The students had to take on the role of locals who protest the use of water by tourists and the role of resort owners who felt their businesses were an economic boom to that countries economy. The students had to assume a role and develop an argument to support their point of view based on the literature provided to them.

The current innovations in content area study all involve the Common Core Standards. Teachers' increase rigor in their lessons through Depths of Knowledge (DOK) by challenging their students through DOK 3 and 4 levels. Our ENL teacher attends the New Teacher Training seminars that is provided by DELLS. Some of the strategies he has learned there that he brings back to the classroom include: juicy sentences, deconstruct/reconstruct, conversation frames for cause and effect, paragraph frames for summarizing chapters, and academic language frames to add tier three and four words when writing and speaking. In each model program the materials vary by subject. In ELA, for example, we do not use a specific program, the teachers write their own curriculum aligned to the common core. We have added an 11th grade class for this school year. We have a lot of new content area teachers and meeting the needs of the ELL community is an ongoing effort that is in its developing stage.

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

We ensure that all ELLs are appropriately evaluated throughout the year by giving them the option of taking the mathematics or science state exams in their native language. We also distribute glossaries in various languages in order for students to understand all exam questions. We informally assess to determine the students strengths in their native language by using running records, end of unit assessments in math, individual conferences.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Newcomers receive special emphasis on vocabulary building. In addition they are taught basic strategies for managing the English language. They are provided with a dictionary as well as a journal notebook in which they are to record any new words that they come across and do not understand so that they build a lexical vocabulary.

Developing ELLs work on building their comprehension of the language by engaging in lessons that activate prior knowledge, connects their L1 with their L2 by having them recognize cognates, if applicable. They engage in all modalities throughout the year.

Long Term ELLs receive integrated instruction alongside general ed students. Most of our long term ELLs are self contained

students or ICT students. The instruction for them focuses on strengthening their basic comprehension skills by providing them with strategies to cope with their work.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

We do not have any students that fit this criteria. The process that we would adhere to is as follows: Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

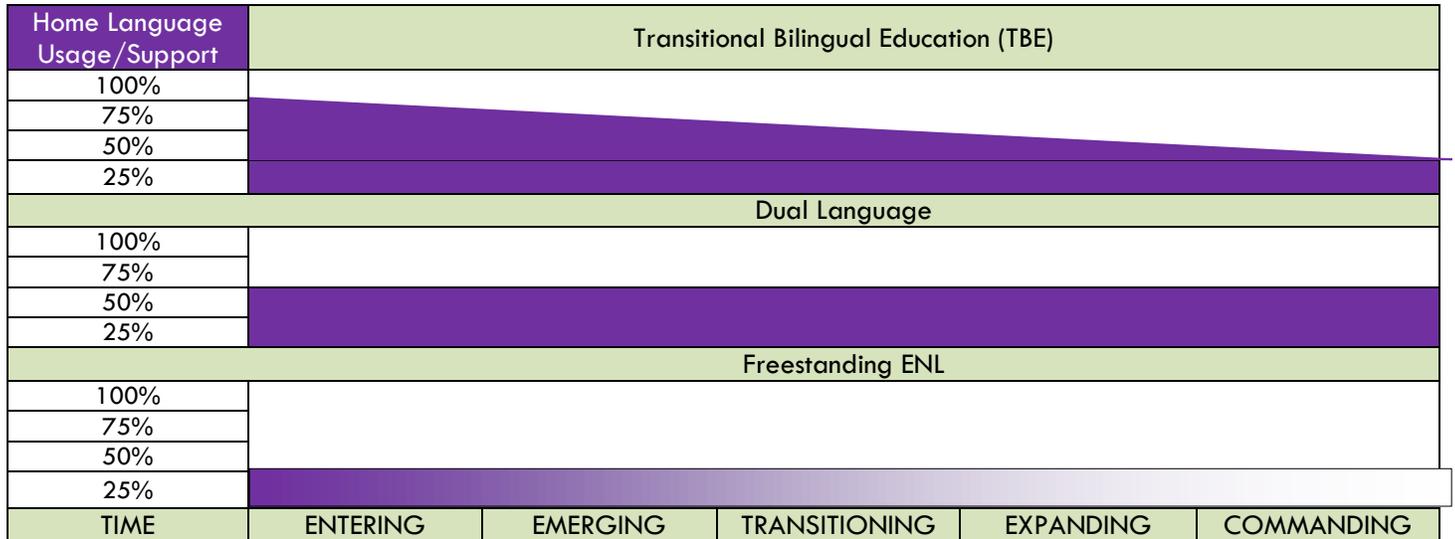


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here: Our intervention programs for ELLs in ELA, Math and other content areas include small group instruction, peer tutoring, differentiation, AIS services, and after school programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Our current program is meeting the needs of our ELLs in both content and language development by looking at data (state exams from the year before and formative and summative assessments throughout the year) and providing the students with data driven instruction in small groups. As a Renzulli school all students take an interest-a-lyzer in the beginning of the school year. This information provides the teachers with the interests and learning styles of all of the students. This information is also used to determine how students should be grouped.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: We will look at the results of our student interest-a-lyzer and determine which are the best programs to institute in our school. We currently offer after activities such as chess, which give ELLs an opportunity to interact with general ed students where they can practice their conversation skills in a non-formal environment.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: There are no programs which are currently under consideration for being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All of the after school programs are also available to ELLs. Our school is housed in a building with two other schools and many of the teams are comprised from students of all three schools. Our ELLs participate in Cheerleading, various sports and clubs. We ensure that our ELLs have equal access to all activities that are available for all students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: We use a myriad of instructional materials. Our Renzulli model is centered around a technology based system and website that supports and enhances the learning that is taking place in the school is also used to support ELLs. Our teachers have websites set up where they can provide students with enrichment supports. Engrade is used to post assignments where students can complete them online. Parents, conversely, can regularly check on their children's progress 24/7 through endgrade as well.
As the ENL teacher I use technology heavily during my lessons. Any concept that we are covering I illustrate it on the blackboard. We use google maps when we talk about a city or town or country. All the top newspapers are also utilized at some degree in both the content areas as well as standalone ENL classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: The native language development of our ELLs is supported by our faculty members that are fluent in the student's language. Students use their native language/English dictionaries in each content area. Students are also encouraged to read books in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: All support services and resources correspond to the ELLs ages and grade levels by making sure that age and grade appropriate material is used for instruction.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: The ELLs that were new to us this year were existing ELLs in their respective schools. As such they were not new to the country or the NYC schools system. What I did for the new students was introduce them to the existing ELLs so that they could, in turn, become mentors to these new students.
19. What language electives are offered to ELLs?
Paste response to question here: All Veritas Students are offered Spanish and a foreign language.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Here's an outlook at our professional development schedule for 2015-2016 school year, Semester 1:
Professional developments take place on the weeks of:
11/02, 11/16, 11/19, 11/23, 11/30, 12/07, 12/14, 12/21, 01/04, 1/11, 01/18, 1/25
During these PDs, all teachers and school professionals (all teachers of ELLs by default) engage in:
Academic Inquiry, ICT planning, Curriculum planning meetings, SEIT meetings. The ENL teacher is enrolled in the DELLS mailing list. He regularly attends PDs that extend to content areas and turnkeys them. He also attends the DELLS New Teacher Training Seminar.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ENL teacher will attend PDs once a month with DELL's New Teacher Training Seminar. Various teaching strategies that will be implemented in classroom instruction are taught to new ESL teachers each month. The teacher will then turn-key what he learned to the entire staff. Another workshop will teach all teachers how to identify Ells going through the process of language acquisition vs a learning disability. Also, we will have a workshop helping teachers in the mainstream classroom who have ELLs. The course provides an overview of ELLs' instructional needs, and offers a variety of research-based strategies and techniques that support their academic development and social integration. Participants will explore ways in which instruction and assessment can be adapted to not only benefit the ELLs but the class as a whole. They will develop activities that promote language development and acquisition and engage students socially and academically. Finally, we will concentrate on the study of helping our ELLs learn content. Teachers will learn how to balance the dual focus on language and subject matter, and also learn a helpful framework for designing content-based classes and lessons. They will learn several useful activity types and how to integrate listening, speaking, reading, and writing in content-based instruction with students at different proficiency levels.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
We meet the professional development requirements of CR Part 154 through the following activities. The ENL teacher will attend PDs on an ongoing basis through DELLS. The teacher will then turn-key what he learned to the entire staff. Another workshop will teach all teachers how to identify Ells going through the process of language acquisition vs a learning disability. Also, we will have a workshop helping teachers in the mainstream classroom who have ELLs. The course provides an overview of ELLs instructional needs, and offers a variety of research-based strategies and techniques that support their academic development and social integration. Participants will explore ways in which instruction and assessment can be adapted to not only benefit the ELLs but the class as a whole. They will develop activities that promote language development and acquisition and engage students socially and academically. Finally, we will concentrate on the study of helping our ELLs learn content. Teachers will learn how to balance the dual focus on language and subject matter, and also learn a helpful framework for designing content-based classes and lessons. They will learn several useful activity types and how to integrate listening, speaking, reading, and writing in content-based instruction with students at different proficiency levels. Records will be kept by keeping an attendance record and agenda. Also, the teachers will submit their presentations as a record of what they presented.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: Parents are kept abreast of their kids' progress on a quarterly basis. This ensures that there are no big surprises down the line. Many of our parents cannot be available during school hours and they prefer to have a phone conversation instead of a live meeting. In these phone meetings we discuss the student's progress in all areas as they relate to ENL. Most of our students are Spanish speaking, as is our ENL teacher. We ensure that we have a translator if we are meeting with parents who speak other languages.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Each teacher has a professional binder where parent outreach data is kept. The ENL teacher is responsible for reaching out to parents of ELLs. Records are kept in the office where the ENL teacher is located, in a locked file cabinet. In our staff we have Spanish, French, Urdu and Tagalog, and Arabic speakers. The languages of our ELLs include all the aforementioned plus Bengali. Our staff can provide translation services to most of our community. The Bengali (one student) speaker lives in the Bronx and the parents have not made it to our school for parent teacher conferences or meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent coordinator is an important part of our school community. She is responsible for:

- creating a welcoming school environment for parents
- working with the principal to address parent issues and concerns at the school
- conducting outreach to engage parents in their children's education
- strengthening parent involvement in their children's education

As a member of the school staff supervised by the school principal, the parent coordinator partners with and supports the work of their Parent Association/Parent Teacher Association, School Leadership Team, community groups, and parent advisory councils

We actively seek parent involvement among all of the parents and our students. Providing them with a variety of opportunities for participating is our main goal. The administration, teachers, Parent Coordinator, and our Parent Teacher Association (PTA) work cooperatively in reaching out to all parents and parents of ELLs are given equal opportunities and access to all activities. Some activities include workshops, meetings, parent breakfast with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak different languages are invited to assist in the translation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We are always actively seeking any avenues which are available to us in order to serve our ELL parent population.

5. How do you evaluate the needs of the parents?

The translations services available are through the Translations and Interpretation Unit. We use this service to translate letters and have over the phone translations, or in person translations. Our staff also translates letters and speaks with parents on a daily basis. Our parent coordinator communicates with the community and learns their needs and wants. We regularly reach out to the parents through phone calls and letters to address the state of their children and invite them to come to our school should they have any concerns about their children's academic progress.

6. How do your parental involvement activities address the needs of the parents?

Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our ELL students. The Parent Coordinator works closely with the bilingual paraprofessionals and the ENL teacher to make arrangements for all ENL parent orientation meetings, and follow-up phone calls of those unable to attend. All school events are posted on our school website and a biannual parent survey is sent home. ELL parents are given the option to respond in their native language. All grades are posted on Endgrade, an online system that provides parents with a snapshot of their student's progress. Our staff is able to provide translation services in Spanish, French, Urdu, Arabic.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Veritas Academy

School DBN: 25Q240

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Cheryl Quatrano	Principal		1/1/01
Frank Raccuglia	Assistant Principal		1/1/01
Connie Scalici	Parent Coordinator		1/1/01
Maximo Pichardo	ENL/Bilingual Teacher		1/1/01
Beatrice Strong	Parent		1/1/01
Neysa Rodriguez/Spanish	Teacher/Subject Area		1/1/01
Michael Eisenberg/Music	Teacher/Subject Area		1/1/01
Melinda Spataro	Coach		1/1/01
	Coach		1/1/01
Lisa Bongiovi	School Counselor		1/1/01
Elaine Lindsey	Superintendent		1/1/01
Lawrence Pendergast	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q240** School Name: **Veritas Academy**
Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

It is the school's desire and expectation that all parents, including our non-English speaking parents, acquire excellent access to our school's general information and their children's educational options appropriately and in a timely matter. Assessment was conducted through the Home Language Identification Surveys for all students whose HLIS indicated speaking a language other than English at home. This was also conducted through conversations with classroom teachers and by the ENL teacher during parent/student interviews at the beginning of the year. Based on these findings, both the school staff and the administration have agreed that both written and oral interpretation is necessary for these groups. The parent Coordinator works closely with our School Counselor and ENL teacher to establish procedures and policies to meet the needs of our Limited-English Proficiency parents by ensuring that all documents sent home are marked with a translation stamp indicating the importance of the document and the need for translation. This translation stamp is in Korean, Spanish and Chinese.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Bengali, Arabic, Chinese, Korean.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Calendars, Parent-teacher conference announcements, NYS testing dates, HLIS, Entitlement letters. These documents are distributed on a time where the parents have adequate time to reply to the school.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences, IEP meetings, Curriculum night. Parent teacher conferences take place in November. Curriculum night takes place in September. IEP meetings are ongoing throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In our staff we have Spanish speakers, Urdu speaker, French and Arabic speaker as well as Tagalog/El. For languages that are outside of this scope, we would use an outside vendor. When we need translated documents we use the NYS website when possible.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If, for example, we are having an IEP meeting, we will arrange for a translator to be present. This means ensuring that both the parent and translator are available in the same day and time. If the language in question is one which no one in our staff is proficient in, we will use an outside vendor.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have planned inquiry team meetings at regular intervals. We also have school wide PDs where we can discuss these issues with our staff. Everyone is aware of the languages available within the school and that makes over-the-phone interpretation services easy to arrange.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school fulfills parental notification requirements as stated in Chancellor's regulation A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to: the main entrance, the main office, and the office of the School Counselor. A welcome sign in many languages is posted by the main entrance indicating key people such as the parent Coordinator document in the appropriate languages, indicating the importance of the document and the request for translation or interpretation. The school instruction based documents, translation information and other parent related information and guides. The school will provide each parent who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At each meeting points (parent-teacher-conference, IEP meetings, curriculum night, school events, field trips, etc), we will informally survey the parents in order to gather feedback. We will also send parents service related surveys to gauge which areas we can further improve upon.