

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 290**

Principal: **MIEASIA HARRIS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: A.C.E. Academy for Scholars P.S. 290Q School Number (DBN): 24Q290
Grades Served: PK-5
School Address: 55-20 Metropolitan Avenue Ridgewood, NY 11385
Phone Number: 718.571.6900 Fax: 718.571.6920
School Contact Person: Kerianne Harrison Email Address: Kharrison4@schools.nyc.gov
Principal: Mieasia Harris
UFT Chapter Leader: Tabitha Auricchio
Parents' Association President: Selina Aquino
SLT Chairperson: Jose Jimenez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Patricia Farrell
Student Representative(s):

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: District 24 Office 98-50 50th Avenue Queens, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718.592.3357 Fax: 718.592.3770

Borough Field Support Center (BFSC)

Queens North Field
BFSC: Support Center Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917.225.2020 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)
Mieasia Harris	*Principal or Designee	
Tabitha Auricchio	*UFT Chapter Leader or Designee	
Selina Aquino	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Patricia Farrell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jose Jimenez	Member/UFT	
Donna Gore	Member/UFT	
Kathryn Gianatiempo	Member/UFT	
Arminda Crisostomo	Member/Parent	
Doris Jonczyk	Member/Parent	
Jenny Forman Sarno	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Farrell	Member/Parent	
	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.

The A.C.E. Academy for Scholars P.S. 290Q's mission states that " Our personalized instruction nurtures multiple intelligences and we meet the needs of every child through small group instruction and individualized learning plans using a data driven approach. We have a unified purpose and believe that every child can succeed. As a result, we collaborate to cultivate critical thinking through effective planning, questioning, and a rigorous interdisciplinary curriculum. At P.S. 290 we are all accountable and responsible for every child's academic, social and emotional development, and all scholars develop the courage to achieve academic excellence." We work diligently to support our scholars so that they embody our core values: accountability, courage and excellence (A.C.E.).

P.S. 290 is dedicated to the highest levels of scholar achievement. Our scholars perform with distinction because of our innovative approach to teaching and learning. Our balanced literacy program includes a comprehensive phonemic awareness and comprehension component. We expect our scholars to compete at an international level; therefore, we use the Math in Focus curriculum, which originated in Singapore, the highest scoring nation on the TIMSS (Trends in International Mathematics and Science Study) for the past two decades. We believe in giving scholars the opportunity to learn math in a progression from concrete to pictorial to abstract. At P.S. 290, scholars study Global Connections, which emphasizes the link between the classroom and the international culture around us. In addition, our school is a college readiness school; as a result, our Arts and Sciences course provides scholars with a liberal arts college education approach, where they create, discover, explore, and express their thoughts and ideas, preparing them for elementary school and beyond. Lastly, scholars experience the arts through Music and Dramatic Arts, where they courageously develop performance skills and work collaboratively on productions with their peers.

In addition to our rigorous academic programs, P.S. 290 distinguishes itself by its commitment to developing the character of each scholar. Starting at the Kindergarten level, scholars meet in small groups that offer a personalized focus on social development and civic service. By living our core values of accountability, courage, and excellence, P.S. 290 exemplifies a harmonious community that strives for excellence academically and socially. P.S. 290 nurtures and develops each scholars' physical development through our Health and Physical Education course. Scholars also learn healthy habits and other important character traits such as team work and perseverance through our Health and Physical Education as well as our wellness program.

We know that it takes an all hands on deck approach to ensure every scholar is successful. As such, we raise scholar achievement through a collaborative approach. Our teachers meet regularly during common and vertical planning preparation periods, using classroom data to drive personalized instruction. Our partners support our work, making generous donations of time and treasure. JetBlue consistently supports our efforts in Math, Science, and Technology by providing hardware, software, personnel support, and field trips for scholars. Maspeth Town Hall supports our families with after school programming by providing scholars with homework assistance and offering academic games and physical activities. We also partner with organizations, such as Inside Broadway, Alvin Ailey, and Queens College to support our various Arts programs. Additionally, Council Member, Elizabeth Crowley and her staff, consistently partner with us around obtaining instructional resources and identifying partnerships. Finally, our parent involvement is of paramount importance and each parent plays an integral role in helping to ensure our scholars' success. Our parents, in collaboration with our PTA help us fund the materials needed to offer our scholars a variety of after school enrichment programs based on scholar interest surveys such as Arts and Crafts, Tee Ball, Theater, Soccer, Basketball, Crocheting and many others!

P.S. 290 has a diverse scholar population that is representative of the borough of Queens. Our populations are as follows: 45% Hispanic, 28% White, 21% Asian population and 5% Black. Approximately 7% of scholars identify as English

Language Learners, and 5% of scholars are identified as scholars with special needs. We also have one section of Gifted and Talented on each grade level. Families have a diverse range of incomes, with 55% of scholars qualifying as Title I. All of our scholars have unique talents, gifts, and needs, and our instructional philosophy is that through personalization, accountability, courage and excellence all scholars will believe and achieve.

Our school made the most progress in the areas of Quality Instruction and Supportive Environment. Within these two categories, our school performed with distinction in the shifts in math, designing interesting and challenging curriculum, interactive teaching and learning, assessing what scholars are learning, school safety, social-motional measures, and peer support for academic work. Our area of focus is around ensuring that we have strong family and community ties as it takes an entire community and all stakeholders to ensure scholar success. As our credo states, "We believe we can do all things, and become anything we dream, we are responsible for ourselves and our actions. We have compassion for others and we will create a better world. If we believe and work hard we will achieve. We believe in our scholars, our teacher, and our parents and we achieve!"

24Q290 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	430	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.1%	% Attendance Rate			94.9%
% Free Lunch	51.4%	% Reduced Lunch			8.6%
% Limited English Proficient	10.1%	% Students with Disabilities			13.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			3.6%
% Hispanic or Latino	39.6%	% Asian or Native Hawaiian/Pacific Islander			27.3%
% White	28.1%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.76
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	N/A	% 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	X	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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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.

After conducting a comprehensive needs assessment of the academic programming informed by the Framework for Great Schools 2015 Report, Quality Review Data, and School-Wide Data, we identified the rigorous instruction element of the Framework for Great Schools as an area of continued focus as it is our goal to ensure that we maintain rigorous practices in our community for all scholars and in all areas. Based on the Framework for Great Schools 2015 Report, we received a score of 92% for the measure of common core shifts in literacy and 83% for the measure of Quality of Instruction. Our Quality Review indicated that scholars were engaged in an interesting and challenging curriculum and their learning is regularly assessed. Based on school-wide data, the majority of scholars engaged in rigorous discourse as evidenced by teacher observation reports, assessments and state test scores. Presently, we engage scholars in a variety of instructional approaches that are scholar-centered and that promote multiple intelligences and social emotional development. To continue to provide scholars with rigorous instructional models, we will focus on monitoring scholar feedback, questioning and discussion techniques, and delivery of differentiated instruction. By continuing to foster scholar independence, scholars will build the capacity to independently self-reflect, provide and make use of peer feedback in all academic areas.

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.

Aligned with the capacity framework elements around **rigorous instruction** and cultivating a **supportive environment**, by June 2016, 100% of scholars will continue to make active use of teacher, peer and self-feedback, as evidenced by scholar work products, scholar generated questions, and scholar led discussions. In addition, all scholars will be nurtured by ensuring we provide differentiated instruction and use varied methods of instruction and technological resources to support multiple intelligences through inquiry, flexible grouping, small group work, and choice based activities.

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) <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>
<ul style="list-style-type: none"> • Research-Based Programs: Technology integration focusing on scholar independence, an ability to demonstrate conceptual understanding, along with reflection. Some of the resources we will continue to integrate into our instruction include, i.e. DreamBox, MyON, Raz-Kids, Edmodo, Kid-Pix, Brainpop and FOSSWeb. • Professional Development Cycles led by teachers, coaches, administrators and parents that foster collaboration, review scholar work and data to determine effective strategies, so that practices are aligned across grades and subjects areas. • Data-Driven Teacher Teams to analyze scholar work products, data, and determine implications for instruction horizontally and vertically. Time will be allotted to facilitate the teaming and to assess their effectiveness. 	PreK-5 th ELLs, SWDs, Lowest-third	Sept-June Sept-Nov Dec-March April-June	Instructional Leaders, Coaches, Teachers, Mentors, Paraprofessionals, Counselors, Speech Teachers
<ul style="list-style-type: none"> • Engaging Families: Newsletters, Website Communication, Progress Reports, Parent-teacher Conferences, Parent Engagement Time, creation of a parent calendar to track assessments, curriculum night aligned with CCLS, ESL and SpEd parent workshops. 	PreK-5 th Parents	Sept-June	Instructional Leaders, Coaches, Teachers, Parent Coordinator, Parents

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>To achieve this goal, funds and resources will be allocated to ensuring that scholars are equipped to demonstrate proficiency in the different learning activities. Teachers will have access to technology resources to support in the implementation of instructional programs as well as time embedded in their instructional day to collaborate with teacher team members to analyze scholar work products and data.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	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

<p>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.</p>
<p>As part of P.S. 290Q's continuous improvement planning, a mid-point progress monitoring benchmark will occur to analyze trends around goal effectiveness and areas in need of improvement as evidenced by teacher observation reports, feedback, and scholar baseline to mid-year data results administered in November, February and June. Additionally, after each writing piece or math task, scholars will create a goal aligned with teacher feedback, self-and peer reflection that they can track over the course of the unit.</p> <p>By February 2016 80% of scholars will continue to make active use of teacher, peer and self-feedback, as evidenced by scholar work products, scholar generated questions, and scholar led discussions. In addition, all scholars will be nurtured by ensuring we provide differentiated instruction and use varied methods of instruction and technological resources to support multiple intelligences through inquiry, flexible grouping, small group work, and choice based activities.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

<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–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.
See 5a above.

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
See 5a above.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
See 5a above.			

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.

See 5a above.

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.

See 5a above.

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.

See 5d below.

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.

See 5d below.

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) <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>
See 5d below.			

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.											
See 5d below.											
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		21st 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.										
See 5d below.										
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

- 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.

After conducting a comprehensive needs assessment of the academic programming informed by the Framework for Great Schools 2015 Report, Quality Review Data, and School-Wide Data, the following areas of need were identified for the effective school leadership element of the Framework for Great Schools: instructional leaders will continue to support teachers with program coherence and aligning instructional materials across grades and subjects. Based on our Quality Review feedback, instructional leaders will continue to evaluate and reflect on school wide level decisions to further increase coherence.

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–Effective School Leadership. 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.

Aligned with the capacity framework elements around **effective school leadership** and **collaborative teachers** , by June 2016, instructional leaders will conduct at least 3-6 formative classroom observations, provide all teachers with formative feedback aligned to the Danielson Framework, and provide differentiated professional development in the forms of Coaching Cycles, Inter-visitation, Book Clubs, Mentoring, Lesson Studies and Peer Feedback. Lastly, we will ensure that there is coherence across grades and teams so that instructional strategies, materials and resources can be shared, evaluated and adjusted based on their effectiveness.

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) 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>
<ul style="list-style-type: none"> • Research-based Programs: Journeys, Math in Focus, FOSS, and Harcourt for Global Connections. • Professional development cycles co-facilitated by teacher leaders, and supervised by instructional leaders to provide teachers with differentiated, targeted professional development aligned to teacher goals. • Initial Pre-planning Conferences and Post-Observation Conferences, Co-Teaching. 	<p>Teachers of PreK-5th ELLs, SWDs, Lowest-third</p>	<p>Sept-June</p>	<p>Instructional Leaders, Coaches, Teachers, Mentors, Paraprofessionals, Counselors, Speech Teachers</p>
<ul style="list-style-type: none"> • Strategies to address scholar needs: The use of Coaching Cycles, Inter-visitations, Book Clubs, Mentoring, Lesson Studies and Peer Feedback will provide educators with the tools to effectively address the individual needs of scholars, specifically ELLs, SWDs, and high-need scholar subgroups. DDI teams will analyze trends and data to inform instruction and unit planning. 	<p>Teachers of PreK-5th ELLs, SWDs, Lowest-third</p>	<p>Sept-Nov Dec-March April-June</p>	<p>Instructional Leaders, Coaches, Teachers, Mentors, Paraprofessionals, Counselors, Speech Teachers</p>
<ul style="list-style-type: none"> • Strategies to promote parent engagement and leadership: PTA/School events supporting scholar and school improvement, Parent-led committees to lead school-wide initiatives in grant writing, academic programs, Title I allocations, Audits, as well as Technology and Communications. • Parent-teacher conferences and meetings during scheduled times to support scholar academic progress and achievement. 	<p>Teachers, Parents, Instructional Leaders</p>	<p>Sept-June</p>	<p>Instructional Leaders, Teachers, Parent Coordinator, Parents</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.

To achieve this goal, funds and resources will be allocated to support teachers with their professional development and empower parents to actively participate in the school community. Per-session funds will be allocated for the

purposes of professional development and resources will be acquired for professional development cycles, including books and other materials/resources. Additionally, we will allocate resources to provide parent workshops.

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

X	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.

The P.S. 290Q community will conduct mid-year conferences with individual teachers where they will reflect on observations, coaching cycles, as well as professional development in connection with the teacher’s professional goals and scholar achievement data in order to progress monitor goal efficacy. Teachers will be able to receive timely actionable feedback to improve their practice and to monitor their progress along the Danielson Framework continuum. By February 2016, instructional leaders will conduct at least 2-4 formative classroom observations, provide all teachers with formative feedback aligned to the Danielson Framework, and provide differentiated professional development in the forms of Coaching Cycles, Inter-visitation, Book Clubs, Mentoring, Lesson Studies and Peer Feedback.

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.

After conducting a comprehensive needs assessment of the academic programming informed by the Framework for Great Schools 2015 Report, Quality Review Data, School-Wide Data, School Leadership Team (SLT) recommendations, and parent attendance reports, the following goals were identified for the strong family and community ties element of the Framework for Great Schools: the P.S. 290Q community will work to collaborate with community based organizations to foster partnerships to advance scholar achievement and participation in the community as well as increase the percentage of parents and families attending school-wide events to promote a culture of mutual trust and collaboration.

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.

Aligned with the capacity framework element around **strong family and community ties** , by June 2016, we will engage parents and community based organizations as an integral part of our community as evidenced by at least 80% of parents participating in a variety of events, including but not limited to, PTA meetings, school community events, and conferences and by securing 2-3 partnerships with Community Based Organizations.

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) 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>
<ul style="list-style-type: none"> • Structures needed to impact change: Hold regular PTA to share information with parents as well as hear their ideas and concerns, SLT and School effectiveness Team (SET) meetings, develop and hold parent workshops to meet parent needs, certify parent volunteers in the school 	Parents/Families, Teachers, CBOs	Sept-June	PTA, Parent Coordinator, School Leadership Team, School effectiveness Team
<ul style="list-style-type: none"> • Strategies to address the needs of scholars: Progress Reports, Newsletters, Curriculum Nights, Academic Celebrations, and Performances. 	Parents/Families, Teachers, CBOs	Sept-June	PTA, School Leadership Team, School effectiveness Team
<ul style="list-style-type: none"> • Strategies to promote teacher-parent collaboration: Periodic parent-teacher conferences, academic celebrations, curriculum nights, performance screenings, quarterly social gatherings, and develop workshops targeted to meet parent need based on survey results. 	Parents/Families, Teachers, Instructional Leaders	Sept-June	PTA, Parent Coordinator, School Leadership Team, School Effectiveness Team

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>In order to achieve this goal, resources will be allocated for per session to the School Effectiveness Team meetings and events. Resources will be allocated to provide parents and families with workshops and events that will promote their continued collaboration to improve scholar achievement in the content areas including educational materials and programs.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	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	X	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 P.S. 290Q community will analyze attendance trends, event feedback, CBO event feedback with the School Leadership and Effectiveness Teams to determine next-steps towards continuing to meet our goal by February as a mid-year checkpoint. By February 2016, we will engage parents and community based organizations as an integral part of our community as evidenced by at least 70% of parents participating in a variety of events, including but not limited to, PTA meetings, school community events, and conferences and by securing at least 2 partnerships with Community Based Organizations.

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)	State test scores, Baseline CCLS assessments, F&P reading levels, and initial writing tasks	Guided Reading, Interactive Writing, Foundational Skill Development, Speaking and Listening Activities	Small group, one-to-one and tutoring	During the school day
Mathematics	State test scores, Baseline CCLS assessments, and pre- and post tests	Guided Math, Dreambox, Foundational Skills, and Problem Solving	Small group, one-to-one and tutoring	During the school day
Science	State test scores, Baseline CCLS assessments, and pre- and post tests	Guided Reading Informational texts, shared reading, vocabulary instruction	Small group, one-to-one and tutoring	During the school day
Social Studies	Baseline and mid-year assessments, pre and post assessment data	Guided Reading Informational texts, shared reading, vocabulary instruction	Small group, one-to-one and tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scholar anecdotal notes, parent requests, teacher observations, infraction reports	Small group, one-to-one	Small group, 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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.
Some effective recruitment strategies are: encouraging referrals; arranging for group interaction during the interview; demonstrating interest if you want the candidate to join your team; looking for talent in likely and unlikely places; making yourself stand-out in all areas, where possible; make candidates clear about what differentiates your team/school from other places; share what is unique about your scholars and community; create a warm, welcoming and inviting environment and interview process; and be patient and positive, knowing that the right candidate will come!
Some effective retention practices include: career development opportunities; regular feedback on progress; recognition for contributions to the community; flexibility with the implementation of tasks; clear expectations; opportunities to share ideas and consensus building; make work fun; and be fair and honest.
High quality professional development is best when it is specialized, personalized and there are opportunities to choose the activity, topic and method of delivery based on data.

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).
At our school, teachers and paraprofessionals can participate in various types of professional development, including but not limited to, coaching cycles, inter-visitation, modeling, peer-coaching, observation and feedback cycles, professional articles, book clubs, conferences, videos/podcasts, lesson study, team teaching, lesson co-planning, reflection, etc. In addition, teachers meet regularly in grade and vertical teams where they review scholar work and adjust their plans accordingly to ensure academic rigor, CCLS alignment and instruction that is differentiated and individualized.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, scholar proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their scholar academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Scholar Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Each year we provide differentiated professional development in order to meet the needs of our individual teachers. As a school community, teachers receive professional development using the Danielson rubric, specifically indicators 1E: Designing Coherent Instruction; 3B: Questioning and Discussion Techniques; and 3D: Using Assessment in Instruction. In addition, our ESL Teacher will receive professional development around 1C: Setting Instructional Outcomes and 2B: Establishing a Culture for Learning so that scholars internalize expectations.

Our ESL teacher (Ms. Delesu) will be attending a professional development workshop, which will further her knowledge on planning instruction to support ELL Achievement through CCLS-Aligned Instruction.

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

- The topics covered will include:

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

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

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

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

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

- Provider: Ms. Delesu (ESL Coordinator)

- Audience: 2 ELL Achievement teachers

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

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

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

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

- Audience: 3 ELL Achievement Teacher

Part D: Parental Engagement Activities

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

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

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

Topic 1: Ell Achievement Program Orientation

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

Date: Tuesday, January 6th

Time: 2:30pm

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

Topic 2: Ell Achievement Program NYSESLAT Information Session

Rationale: Information regarding the NYSESLAT

Date: Tuesday, March 17th

Time: 2:30pm

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

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

Rationale: Information regarding resources for the summer vacation

Date: Thursday, May 14th

Time: 2:30pm

Name of Provider: Ms. Delesu/Ms. Harrison

Audience: All ELL families

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,953.85</u> <u>\$626.10</u> <u>\$1545.30</u>	<u>Supplemental Program for Scholars: 30 sessions x 1.5 hours x 3 teachers x 51.51 = \$6,953.85</u> <u>Parental Engagement: 3 sessions x 2 hours x 1 teacher x 51.51 = 309.06</u> <u>and 3 sessions x 2 hours x 1 administrator x 52.84 = 317.04</u> <u>Supplemental Program for Scholars professional development :</u> <u>5 sessions x 2 hours x 3 teachers x 51.51 = \$1545.30</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>N/A</u>	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,000.00</u>	<u>Guided Reading Texts (A-S)</u>
Educational Software (Object Code 199)	<u>N/A</u>	_____
Travel	<u>N/A</u>	_____
Other	<u>\$74.75</u>	<u>Refreshments for parent evenets</u>
TOTAL	<u>\$11,200</u>	_____

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 24	Borough Queens	School Number 290
School Name A.C.E. Academy for Scholars		

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 Mieasia Harris	Assistant Principal Kerianne Harrison
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ellen Delesu	School Counselor Donna Gore
Teacher/Subject Area Tiffany Martin/2nd Grade/ESL	Parent Patricia Farrell
Teacher/Subject Area type here	Parent Coordinator Joann Lawson
Related-Service Provider Ellen Delesu	Borough Field Support Center Staff Member type here
Superintendent Madelene Chan	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
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)	551	Total number of ELLs	46	ELLs as share of total student population (%)	8.35%
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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	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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	46	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	

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	42		2	4		3				46
Total	42	0	2	4	0	3	0	0	0	46

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

* 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: _____

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	6	8	4	3	5	4								30
Chinese	1	2	1	0	1	1								6
Russian	1													1
Bengali														0
Urdu														0
Arabic	1	0	1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	0	2	0	0	1								4
Albanian														0
Other	1	1	1		0									3
TOTAL	11	11	9	3	6	6	0	46						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	1	2	2	3	3								11
Emerging (Low Intermediate)		2	1											3
Transitioning (High Intermediate)	0	1	0	0	0	1								2
Expanding (Advanced)	0	6	6	1	3	2								18
Commanding (Proficient)	0	2	4	1	5									12
Total	0	12	13	4	11	6	0	0	0	0	0	0	0	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	4	1	0	9
4	2	1	1	0	4
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	4		3		1		0		8
4	0	1	3		1		0	1	6
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		2		3		0	1	6
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
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				
US History and Foreign Language				
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.
 Our school uses a multitude of assessment tools to determine the early literacy skills of our ELL scholars. Across grades teachers utilize Fountas and Pinnell. In Kindergarten, teachers utilize the Journeys Emergent Literacy Survey. Other grades use the Journeys initial diagnostic to assess scholars' foundational skills. Grades three through five also use the ELAP as an initial diagnostic of more advanced literacy skills. Thus far, the data for our ELL students shows areas of weakness in decoding, multi-syllabic words, limited English vocabulary, sight words, and alphabet recognition. This information is how we form small groups and target specific students with varied instructional strategies. All grades use an initial writing on-demand to assess writing skills. Scholars in our AIS program also take the DIBELS assessment to ascertain potential gaps in early literacy skills. We used this data to help differentiate the professional development areas teachers needed to work on to best support all scholars, with special consideration for ELLs and scholars with disabilities. As a school, we have begun tracking speaking and listening skills using a common-core aligned checklist. We are continuing to focus on questioning and discussion techniques to support scholar discourse. Furthermore, we are incorporating more time during common planning and data meetings to review scholar work to determine the specific items that ELLs need support with so that we can design highly suitable learning activities, as well as templates and graphic organizers that support scholars with the thinking required to engage in higher ordered tasks.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that scholars who returned to our school are currently performing at an intermediate or advanced level as evidenced by the NYSESLAT data, which shows 25/46 returning scholars are performing at the Expanding or Commanding level. Scholars who are new to the school represent the beginner population; we have seven new scholars in grades 3-5 who scored Entering on the NYSITELL exam. The intermediate scholars struggled more in the areas of reading and writing as evidenced by their scores on the NYSESLAT. Two of our 2nd grade ELLs, who also have speech and language difficulties, struggled on the listening section of the NYSESLAT. The Advanced scholars generally did well in writing, speaking, and reading. These scholars struggled the most in the area of listening on the NYSESLAT.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the NYSESLAT assessment to design targeted instructional programs for our Beginning, Intermediate and Advanced scholars. We use the domains to identify areas of strength and areas for strengthening. Additionally we highlight scholars who exhibit known risk factors, such as performance below grade-level expectations in reading or writing, or difficulty identifying and using academic vocabulary, in order to develop and implement targeted interventions both in ENL and in their homeroom classes. The AMAO tool has revealed that the majority of scholars were 2-3 questions away from the next proficiency level and that no scholars were identified as long-term ELLs. Furthermore, the AMAO estimator tool highlighted a scholar in fifth grade who is at a level 4 risk level. The data is used alongside the ELL periodic assessment to determine small group guided reading ENL reading groups to build listening, speaking, reading and writing skills. Similarly, certain targeted ELL scholars receive AIS services to further develop their language skills in response to the information gathered by the AMAO estimator tool.

4. 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?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Across proficiencies and grades scholars are struggling in areas of writing and multi-syllabic words. According to our Initial Math Assessment, Kindergarten scholars are struggling most in the areas of Counting and Cardinality relative to their non-entitled peers. First Grade Beginner ELLs are struggling most in the areas of Operations and Algebraic Thinking and Numbers and Operations in Base Ten. All three sub groups are performing well in Measurement and Data. According to our Initial Math Diagnostic scholars in Second Grade across all the sub groups performed best in Operations and Algebraic Thinking and struggled most in Numbers and Operations in Base Ten and Measurement and Data. Third Grade scholars struggled most with Numbers and Operations with Fractions. Fourth grade scholars focused on constructing viable arguments and supporting those arguments with evidence from the text they are reading. Since we use a Freestanding English as a Second Language program, assessments are given in English. b. None of our scholars have taken the ELL Periodic Assessments. c. There are no results to analyze at this time

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

Our school uses data to guide every instructional decision for all scholars. We specifically track the ELL population across subject areas to ensure that adequate progress is made throughout the year. Teachers begin the year by administering a variety of baseline assessments and screning tools. In Literacy, teachers use the Journeys diagnostic, Fountas and Pinnel, and writing on-demands to determine the entering levels of scholars. Teachers utilize this information to differentiate instruction at the tier 1 level during Literacy. Teachers also utilize this information to determine the skills and strategies they need to use for tier 2 interventions during the daily intervention/enrichment periods and extended day periods twice per week. If scholars are not making adequate progress based on running records, writing tasks, and Journeys unit assessments, then they become eligible for tier 3 Academic Intervention services, which is a pull out service that uses a small group setting to intensely recover reading, writing, speaking, and listening skills.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As a school we use a personalized approach to planning and instruction. As a result, teachers plan mini-lessons and activities that incorporate scholars' skills, knowledge, language, interests, and cultural heritage. In addition, teachers encourage scholar discourse throughout the lesson, and scholars may communicate with another scholar in their native language. We support scholars with native language development through the use of bilingual dictionaries and texts as well as the use of cognates. We do not currently have a bilingual program and therefore do not have Targets of Measurement/Bilingual Progressions.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our programs for ELLs by routinely and systematically analyzing scholar work and assessment results. Each grade follows a yearly assessment calendar. The administration reviews the assessment data within one week of its completion date. During the review and analysis, we specifically view the performance of all ELL scholars compared to their general education peers. Administration and teachers reflect on the teaching strategies that were most effective and those that were not after each unit when we annotate scholar work and determine the implications for instruction. Additionally, we compare the NYSESLAT results to previous years NYSESLAT scores, as well as NYSITELL results for incoming scholars, to determine whether or not scholars are making progress from year to year.

Part IV: ELL Identification Process

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

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.

When a new scholar registers at the school, as part of the general intake procedure, the Home Language Identification Survey (HLIS) is administered. If the home language is other than English, then the ENL Teacher/Coordinator Ms. Deiesu will determine eligibility to take the NYSITELL by first interviewing the scholar in English and the home language. There will also be a review of prior school work if it is available, and if it is not the school uses an informal grade appropriate assessment to determine eligibility. If there is an IEP, that will be reviewed by the Language Proficiency Team (LPT). The interviews will be conducted in the home language of the scholar and parent by utilizing translators within the school, or the DOE translation hotline. If the scholar is eligible for testing, then the NYSITELL is administered by the ENL Teacher Ms. Deiesu within the first ten days of enrollment. If the NYSITELL score indicated that the scholar is eligible for services, then within five school days the parents are informed of the results of the assessment by letter in the home language. They are invited in to meet with Ms. Deiesu to learn about the three different types of ENL service programs within the DOE in order to make an informed choice for their scholar. Scholars whose HLIS indicates a home language of Spanish and are identified as an ENL based on the NYSITELL results will be administered the Spanish LAB within the same 10 day testing window. Each year ENL scholars are eligible to take the NYSESLAT. Ms. Deiesu the ENL Coordinator uses the RLAT ATS report to determine which scholars are eligible to take the NYSESLAT exam. Ms. Deiesu and the Assistant Principal Mrs. Harrison order the NYSESLAT materials. When the materials arrive Ms. Deiesu ensures that all of the materials are included. Ms. Deiesu creates a testing schedule to ensure that every scholar completes all four components of the NYSESLAT exam.

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 do not currently have any SIFE scholars. If a scholar comes in for registration, who is a potential SIFE student, Ms. Delesu administers the SIFE questionnaire and determine the scaffolds and supports needed to ensure academic success in their new classroom setting.

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).

When a new scholar registers and is identified as both an ELL and IEP, the Language Proficiency Team meets to determine how scholars' needs will be met and addressed based on both language needs and IEP goals. The team is comprised of Ms. Lappin, our Special Education Liaison, Mrs. Harrison, assistant principal, the scholar's parent or guardian. If the parent or guardian wishes to have translation services, then we will provide translation via the NYCDOE Translation Unit. If the scholar is identified as SIFE then we will engage then Ms. Delesu would administer the SIFE questionnaire and determine the scaffolds and supports needed to ensure academic success in their new classroom setting. The aforementioned family will then accept or reject the LPT's recommendation within 20 days. Additionally, during the administration of the NYSESLAT Ms. Delesu ensures that the testing accommodations from the scholar's IEP are fully met with regard to setting, time and other modifications.

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.

Ms. Delesu participates in the enrollment of new scholars to our community. After she completes the Home Language Survey and NYSITELL she reproduces the entitlement or non-entitlement parent notification letter. She then e-mails the scholar's homeroom teacher to inform them that the letter has been distributed and needs to be returned within five school days. If the scholar has not returned the document after two school days Ms. Delesu contacts the family to remind them to return the document. Our secretary, Mrs. Chioldi then follows up with families on the third, fourth, and if necessary fifth day to ensure the document has been returned.

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).

Once our scholars are identified as ELL's or Non-ELL's parents are informed in writing along with information regarding the appeal process. The appeal process is then followed as indicated below:

- "1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process

detailed above.

3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder."

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.

Once Ms. Delesu determines that a child is entitled to ELL service, an entitlement letter is sent home to families in their home language. Families are invited to an orientation within ten days of admission to the school. At the orientation, families are given a brochure in their home language, and Ms. Delesu highlights key points from the CR Part 154. After reviewing the brochure and CR Part 154 highlights, families view the EPIC video in their home language. Before completing the survey and program selection form, families have the opportunity to ask any clarifying questions about the program options. If a family does not attend the orientation, then they are called and asked to come in for an appointment at a more convenient time. The rescheduled appointments must also take place within ten days of admission. As our school grows and we are able to offer TBE or DL, then we will invite families to an orientation who previously chose this program on their survey.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

When a scholar is determined to be eligible to receive ENL services as per the NYSITELL exam, the parents are informed of the results within five school days of the assessment by letter in the home language. They are invited in to an orientation with Ms. Deiesu to learn about the three instructional models available within the DOE in order to make an informed choice for their scholar. Parents will watch an orientation video in their home language, and then fill out a Parent Survey & Program Selection Form (in the parents' preferred language) where they will indicate their program choice. The meeting will be conducted in English, as well as the preferred language of the parent by utilizing translators within the school, or the DOE translation hotline. The formal record of the parents' preference is kept in the scholars' permanent record file, and a copy is kept in Ms. Deiesu's, ENL Coordinator's file cabinet.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

During the Orientation meeting families complete the forms in tandem with Ms. Delesu, the ENL teacher. This system ensures the timely completion of all required documentation; no documents are ever sent home with families. Families complete all required documents

before the conclusion of the meeting. If families do not come to their assigned meeting, then Mrs. Chiodi calls the families until a more convenient appointment time can be arranged. If the Home Language survey indicates that they are speakers of another language, then we make the phone calls in their native language. Additionally, Ms. Delesu contacts the families during dismissal. The formal record of the parents' preference is kept in the scholars' permanent record file, and a copy is kept in Ms. Deiesu's, ENL Coordinator's file cabinet. If families prefer to communicate in their native language, then we use the DOE Translation hotline so that families can communicate in their native language. For written documents, we use the intranet to translate written correspondence.

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

Ms. Delesu prepares the entitlement letters in the scholar's home language. The entitlement letters are sent home in the scholar's homework folders. The survey and program selection form are filled out and completed at the conclusion of the orientation. If families choose to take the survey and program selection form home, then they are given a deadline to return the form. All records of surveys and entitlement letters are maintained in an ELL binder stored at the school

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

All documentation such as the HLIS, entitlement letters etc. are kept in the scholars' Cumulative Record folder and copies are kept in the ELL folder of Critical Documents. All records of surveys and entitlement letters are maintained in an ELL binder stored at the school. Ms. Delesu, Mrs. Harrison, and main office staff (payroll secretary) have access to the aforementioned 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.

Each year ENL scholars are eligible to take the NYSESLAT. Ms. Deiesu the ENL Coordinator uses the RLAT ATS report to determine which scholars are eligible to take the NYSESLAT exam. Ms. Deiesu and the Assistant Principal Mrs. Harrison order the NYSESLAT materials. When the materials arrive Ms. Deiesu ensures that all of the materials are included. Ms. Deiesu creates a testing schedule to ensure that every scholar completes all four components of the NYSESLAT exam. In March, the assistant principal and the ESL coordinator collaborate to order NYSESLAT tests and create a testing schedule based on the testing windows. This schedule ensures that each scholar has a specific time slot to take the NYSESLAT. Within the schedule, each section includes a make-up date so that scholars who are absent on the original date still have the opportunity to complete the assessment. Lastly, the ENL coordinator and the assistant principal review all of the assessment booklets and results before the testing window closes to ensure accuracy and completion by every mandated scholar.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

When we receive NYSESLAT scores Ms. Delesu creates continued entitlement letters for families of scholars who will have continuing ENL services. These letters are generated in English and the scholars' native language and sent home in the scholars' homework folder. If those letters are not returned within five school days then Mrs. Chiodi calls families to remind them to return the letters.

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).

In our first year, the majority, 56%, of our families selected the Freestanding ESL program. In our second year, 92% of families selected the Freestanding ESL program. In our third through fifth years, 100% of new scholars selected the Freestanding ENL program. Should this trend continue during the current school year we will proceed with similar programming. We monitor our parents' choices by using the BEDS survey. This helps us ensure that we are offering the program that our families most desire. Tracking this information also helps us monitor whether 15 or more families have selected the transitional bilingual program across two grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Based on the NYSESLAT scores scholars are programmed for instruction in English in two types of models. The stand-alone English instruction and the core content courses is delivered by Ms. Delesu, a certified ENL teacher. The integrated ENL instruction is delivered by Mrs. Martin, a second grade teacher to second and third grade scholars and by Ms. Delesu to K, 1st, 4th and 5th grade scholars. Both teachers are dually certified in ENL and common branches. The Freestanding ENL Program uses two organizational models. First through Fifth Grade ENL instruction is delivered using a push-in model. The Beginner and Intermediate level scholars receive 3 additional push-in periods each week. The program model is heterogeneous, where scholars of mixed proficiency levels receive instruction together. Kindergarten scholars receive five pull out ENL periods and three additional push-in periods. This group is heterogeneous, as well.
 - 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)?
Ms. Delesu is a certified ENL teacher and is also our ELL coordinator. Ms. Delesu and our assistant principal, Mrs. Harrison, create a schedule that ensures all ELL scholars receive the mandated instructional minutes using push-in and pullout services. The Entering and Emerging ELL scholars receive 360 minutes of ENL services (180 minutes stand-alone model plus 180 minutes integratet), while the Transitioning and Expanding ELL scholars receive 180 minutes of ENL services in the content area. Commanding scholars received 90 minutes of integrated ENL services in the content area. Additionally, both ENL teachers have sufficient room in their schedule to ensure that our scholars will receive the continuing 90 minute service using the aforementioned push-in model. Ms. Delesu collaborates with classroom teachers in planning lessons and setting individual ENL goals. Nearly all of Ms. Delesu's push-in periods take place during the literacy block, in order to help ensure scholars have the support they need to acquire these skills. In addition to Ms. Delesu, Mrs. Martin, our second ENL certified instructor, teaches with our Second Grade I.C.T. throughout the entire school day in order to provide support to our ELL scholars.
3. Describe how 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.
Freestanding English as a Second Language uses English 100% of the instructional time. In order to make content comprehensible to enrich language development the classroom teachers and Ms. Delesu and Mrs. Martin use a wide range of ENL strategies. Teachers use a collaborative learning environment where scholars have the opportunity to interact with scholars with different levels of English proficiency. Teachers take time to preview and explain new concepts and vocabulary before starting the lesson. Teachers use graphic organizers, picture support, and manipulative to support scholar entry into instructional topics. Finally, teachers use technology like smart boards, document cameras, and listening centers to support language development. Both teachers utilize Engage New York, Ready Gen, Math in Focus and Go Math materials to deliver ENL instruction that meets the needs of the five proficiency levels. Ms. Delesu and Mrs. Martin attend common planning to ensure that English instruction is targeted and content-aligned using the same resources as scholars who do not receive ENL services. Both ENL teachers support their ENL teachers with bilingual dictionaries, internet translation resources as well as the use of cognates to support scholars with their English acquisition.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We ensure that scholars are assessed in their native language when necessary. We have Alternate Placement Paraprofessionals who support scholars with language difficulty during assessments. We also have bilingual General Education teachers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Beginning in the 2015-2016 school year we will be adminstering the ELL Periodic Assessment using the initial, mid-year and final benchmark assessments. This assessment is then aggregated through the Schoolnet system where the ENL teachers are able to deliver targeted English instruction across all four modalities (reading, writing, listening and speaking). Additionally, Ms. Delesu uses a teacher-created assessment for K-2 based on the NYSESLAT that measures language acquisition through the four modalities reading, writing, listening and speaking. K-2 assessment across the modalities is delivered every three months. Both formal and informal assessments have questions from each modality. Data is then aggregated using the Schoolnet system so that scholars progress is tracked across modalities as well as overall progress. Additionally, scholars engage in unit projects and exit slips, published writing pieces and unit assessments given approximately every six weeks.
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
- a. We do not have any SIFE scholars. If in the future we have SIFE scholars they will receive three periods per week of AIS, as well as Title III afterschool programs where scholars will receive targeted English instruction with native language support. Additionally, we would use parent-engagement time to support scholars with their acquisition of the four modalities of English.
- b. We use diagnostic data, Interim assessments, and classroom assessments to ensure that all scholars are meeting expectations. In addition to academic data, we also use an advisory Character Development Program that assesses scholar behaviors. Through this small group program and teacher observations, we will be able to identify scholars having difficulty with adjusting to the new environment. Lastly, teachers use varied methods of instruction and allow sufficient time for scholars to respond and answer questions.
- c. Currently, we have 8 ELLs who have been receiving service 4 to 6 years. We plan to use the NYSESLAT and classroom assessment results to determine each scholar's individual needs. This past year, we noticed a trend in this group that demonstrated a difficulty in writing and speaking and listening. As a result, we programmed our ENL teacher to push-in during the writing period each day to support scholars in these areas. Furthermore, each of these scholars will be invited and encouraged to participate in our ELL Achievement after school program. We will continue to track and monitor the progress of all eight scholars on school-based assessments throughout the year to ensure that we are closing the gaps and preparing them to achieve proficient levels.
- d. In our fourth year of Kindergarten, First Grade, Second Grade, and Third Grade we do not have any Long-Term ELLs.
- e. We closely monitor and track the progress of all scholars, paying special attention to ELLs, SWDs, and special populations. Based on their assessment data, we determine if scholars need any additional support, such as Extended Day or AIS to ensure that they do not fall behind and maintain their upward trajectory.

7. 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.

When a parent or guardian initiates a re-identification process of an ENL scholar, Mrs. Harrison, the assistant principal will review the results of the school-based assessment administered by the ENL teacher, Ms. Delesu, she will also consult with the CSE if the scholar has an IEP. She will then make a recommendation to the school principal, Ms. Harris, who will make a determination whether to change the ELL status. Written notification is then sent to the parent or guardian. If the recommendation is not to change the status, no further action is taken; if the recommendation is to change the status the documentation is sent to the superintendent for a final decision. For 6-12 months after the determination is made, the principal and ENL teacher will track the scholars' academic progress to make sure it has not been adversely affected because of the determination. If qualified personnel believes the scholar has been adversely affected, we will provide additional support services such as AIS, at-risk ENL, and/or Title III afterschool. Additionally, while scholars are in the appeal process, the ENL teacher will service the scholars at risk so that there is no interruption of service pending the appeal process.

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?

Our plan for ELLs identified as scholars with disabilities will incorporate many of the differentiated instructional strategies that all of our ELLs will receive. In addition to the ENL program, we will also use the scholars' IEPs to deliver a personalized ENL approach. We also use our budget to pay for alternate placement paraprofessionals who translate instruction into the scholars' native language. One instructional strategy that teachers use is interactive books on promethean board, read along books, adaptive technology such as Raz-Kids, Dreambox learning. Scholars at different sub-group levels receive guided reading at various levels such as novels and texts that are culturally responsive and relevant including many cognates to transfer knowledge of their language as they learn English. Other native language materials are used such as bilingual dictionaries and books, cognate anchor charts, print and audio cds. Some instructional strategies for ELLs include but are not limited to: small group instruction, individual conferences, differentiated graphic organizers to support language development and peer partnering.

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?

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

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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart 5.2					
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

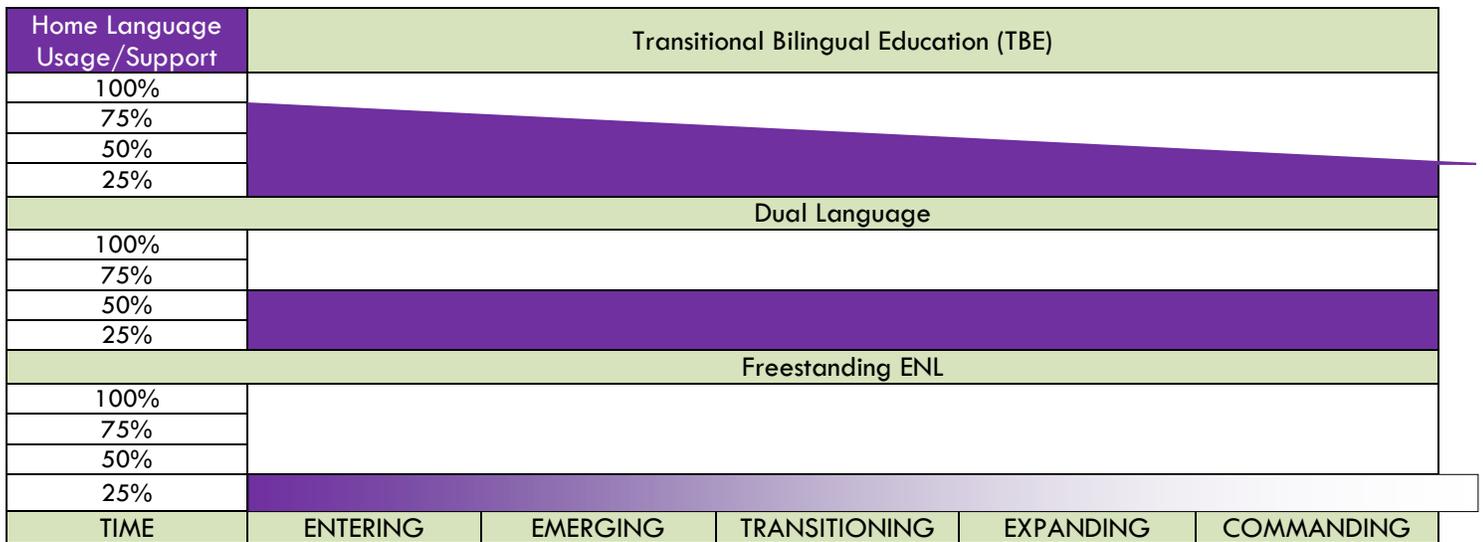


*Note: “other approved services” does not apply to New York City at this time.

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. All of our targeted intervention programs begin by assessing where scholars are struggling. In ELA, we use Foundations to support phonological/phonemic awareness, phonics and spelling. The ELA Journeys curriculum also includes an intervention component for scholars having difficulty with comprehension. In Math and other content areas, we use small group instruction to recover gaps in the assessment data. Within small groups, ELLs are supported by visual representations, manipulatives, teacher modeling and summarizing of key points. This year, we will also add our ELL Achievement program, which is an after school program that takes place two times per week. We will continue the program in the 2015-2016 school year. This program will use a combination of Words Their Way, Foundations, and guided reading. Our social studies curriculum is an integrated approach via global literacy so scholars have the opportunity to delve deeply into topics through both fiction and non-fiction texts. In math, teachers use various adaptive technology (Dreambox) learning to meet scholars at their current proficiency levels as well as small group instruction. Additionally, teachers use various visual and manipulative support for scholars in the various stages of language acquisition. In the science content, teachers deliver science content is delivered via a centers-based model so scholars have various opportunities to experience content in a hands-on manner. All content data is compiled and aggregated via the Schoolnet system to measure scholar progress across content areas. Additionally, we administer periodic assessments to measure scholar progress across content areas and against the CCLS.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We determine the effectiveness of our current program by analyzing the assessment results and scholar work. We use Schoolnet to collect and aggregate data across all content areas and measure progress against the CCLS. We further break down the data to analyze how our ELL scholars are performing in comparison to their peers who are not ELLs. If scholars have emerging gaps, then we deliver 6 week cycles of AIS as well as offer Scholar Academy before and/or after school. The assessments are as follows:
ELA: F & P Running Records, FUNdations, Writing Cycles, NYC Writing Performance Tasks, Journey's Benchmark Assessments, ELAP
Math: Initial, interim and Final CCLS benchmark assessments, MAP, NYC Performance Tasks
Social Studies: Initial, interim and final assessments, unit projects
Science: Initial, interim and final assessments, unit assessments

Teachers are aware that they are teachers of ELL scholars based on ATS rosters that identify ELL and SPED scholars. During common planning the ENL teacher is present and individual ELL scholars are discussed.

Data is reviewed monthly during cabinet meetings as well as grade-team data meetings.

12. What new programs or improvements will be considered for the upcoming school year?
During the 2015-2016 school year, we will offer extended service to scholars who have tested out of the NYSESLAT. Additionally, we will begin to use the NYC ELL Periodic Assessment to deliver targeted and differentiated instruction to all scholars across the four domains of language acquisition by the ENL service providers.
13. What programs/services for ELLs will be discontinued and why?
No services are 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.

We believe in an inclusive educational approach. Therefore, ELLs have equal access to all school programs. Scholars are invited via written invitations and permission slips. All scholars at our school receive Reading, Writing, Math, Global Connections, Arts and Sciences, Character Development, Health and Physical Education, Technology, Music, Integrated Arts and Foreign Language. All scholars are invited to participate in our Maspeth Town Hall After School Program. Furthermore, we use a push-in model to ensure that scholars are not missing any instruction that their peers may be receiving. We use translation services for homework assignments, notices for families, key instructional concepts, and parent conferences. In addition, we invite all ELLs to participate in our extended day program, which is broken up into small groups that focus on specific literacy skills and concepts. The goal of the program is to develop proficient listening, speaking, reading, and writing skills for each scholar.

Based on scholar data collected and aggregated via Schoolnet we reach out to families of individual scholars and encourage them to attend afterschool programs such as Maspeth Town Hall, Scholar Academy and Title III afterschool. ELLs are represented in all programs. 13% of ELLs attend Maspeth Town Hall, 30% of ELLs attend Scholar Academy and 35% ELLs Title III afterschool.

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.

Teachers use graphic organizers, word walls, process charts, pictorial support, manipulatives, and translated materials to ensure that every child has access to the delivered content. Teachers use technology like document readers and smart boards to enhance the visual support for scholars. Teachers also use listening centers to enrich language development. We do offer texts in Spanish for

families who do not understand any English. One instructional strategy that teachers use is interactive books on promethean board, read along books, adaptive technology such as Raz-Kids, Dreambox learning. Scholars at different sub-group levels receive guided reading at various levels such as novels and texts that are culturally responsive and relevant including many cognates to transfer knowledge of their language as they learn english. Other native language materials are used such as bilingual dictionaries and books, cognate anchor charts, print and audio cds. Some instructional strategies for ELLs include but are not limited to: small group instruction, individual conferences, differentiated graphic organizers to support language development and peer partnering. Additionally, math content is translated so that scholars who are still acquiring English can access content.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our only program is ENL. With that in mind, we support our scholars with native language support through the use of resources such as: In ELA we use adaptive technology, bilingual texts and dictionaries, FUNdations tiles and letter boards. In math, teachers use various adaptive technology (Dreambox) learning to meet scholars at their current proficiency levels as well as small group instruction. Additionally, teachers use various visual and manipulative support for scholars in the various stages of language acquisition. In the science content, teachers deliver science content is delivered via a centers-based model so scholars have various opportunities to experience content in a hands-on manner. All content data is compiled and aggregated via the Schoolnet system to measure scholar progress across content areas. Additionally, we administer periodic assessments to measure scholar progress across content areas and against the CCLS.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All services, support, and resources correspond to our scholars' age and grade level, K, 1, 2, 3, 4 and 5. The number of ENL Service periods meets the needs of our ELL scholars. The classroom libraries, technology, and materials correspond to our ELLs ages, interests, and grade. We use texts that have high interest but low readability to support ELL and IEP scholars in guided reading. Additionally, scholars have access to adaptive technology across content areas that is engaging while simultaneously cognitively and age appropriate with regard to content.

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).

Some of the activities the school uses to assist newly enrolled ELL scholars before the beginning of the school year include the opportunity to visit the school before it opens and a translated family newsletter that includes a supply list and tips for getting your child ready for his/her first day of school. In addition, our bilingual school aide gives tours of the school for all families. ELL scholars who enroll after the beginning of the year also receive a parent orientation and tours are available upon request.

19. What language electives are offered to ELLs?

Presently, we only serve Kindergarten through fifth grades, so there are no language electives offered to any students at this time. However, all scholars have one period of Spanish class weekly.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. 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.)
Currently our two ENL teachers Mrs. Martin and Ms. Deiesu are registered for a full day development course once a month at the The Queens Division of English Language Learners Professional Development of ENL teachers. These courses are dedicated to language acquisition, best practices, and integrating language and content instruction.
Additionally during the Other Professional responsibilities time all teachers are offered a development course focused on supports for English Language Learners, facilitated by our ENL coordinator Ms. Deiesu. Participants will learn and apply high leverage ELL strategies to support scholars during whole group and small group lessons by engaging in sessions that will focus on language and vocabulary acquisition, comprehension, Total-Physical Response, and scaffolded writing methods. English as a new language teachers, professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

The calendar of dates are as follows:

Oct. 16, 2015
Nov. 17, 2015
Dec. 15, 2015
Jan. 19, 2016
Feb. 11, 2016
Mar. 15, 2016
Apr. 19, 2016
May 17, 2016
June 21, 2016

Additionally, Ms. Delesu will be facilitating a four session professional development during our Other Professional Responsibilities time on the following dates: February 1st, 2016, March 14th, 2016, April 11th, 2016, and May 16th, 2016. Ms. Delesu will cover the application of high leverage strategies to support ELL scholars during whole group and small group lessons by by engagin in session that will focus on language and vocabulary acquisition, comprehension, Total-Physical Response and scaffolded writing methods. This Professional Development opportunity will be open to: assistant principals, common branch teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational and physical therapists, speech therapists, secretaries and the parent coordinator.

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?
Currently our two ENL teachers Mrs. Martin and Ms. Deiesu are registered for a full day development course once a month at the The Queens Division of English Language Learners Professional Development of ENL teachers. These courses are dedicated to language acquisition, best practices, and integrating language and content instruction. These PDs support teachers in delivering Common Core-aligned instruction by incorporating the aforementioned methods to support ELLs in the classroom setting by learning how to identify the immediate needs of ELLs (mastery aligned to CCLS objectives) and developing and implementing ENL strategies to provide scaffolding in the content areas (ELA, Math, Science, Social Studies).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our founding scholars will be entering fifth grade in the 2015-2016 school year. We have a Middle School Transition Team that provides families, teachers and scholars with support around the transition process. This team will hold family workshops, provide support with the application process. As scholars prepare to transition, we will support them with ensuring that the middle school they enter will have a program to support their ELL needs.
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.

During our monthly Professional Development meetings, we will focus primarily on questioning and discussion techniques and designing coherent instruction. In order to meet the needs of our scholar population, a great deal of time will be spent specifically on ELL instructional strategies. In addition, teachers will also be given professional literature about teaching ELL scholars. We also have a common planning block where grade teams meet for 90 minutes weekly. This allows teachers to share best practices and for the administration to provide professional development responsive to the needs of the school community. This year, our ENL coordinator is also attending common planning meetings to aid teachers with supporting ELL scholars. Furthermore, our administration will support

classroom teachers with ENL strategies during observations and conferences. Finally, our secretary and school aides receive direct professional development from the principal in regards to communicating with families. Teachers have the opportunity to attend a variety of professional development workshops that support all scholars with engaging in the Common Core Learning Standards. In addition to the workshop attended by the ENL teachers, general education and special education teachers of ELLs are also attending an ELA and Math series. Furthermore, teachers receive specific and actionable feedback on unit plans and tasks aligned with the Common Core Learning Standards, which will ensure scholars are prepared for college and career. All documents are maintained digitally on our A.C.E. Academy Dropbox files and agendas are kept in a Meetings Binder which Ms. Delesu maintains and the administrative team has access to.

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?

The ENL provider will schedule to meet with individual parents or guardians during the Tuesday afternoon Parent Engagement time, to discuss the goals of the ENL program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be provided at this meeting.

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.

Annual individual meetings with parents will be scheduled through letters sent home and follow up phone calls to confirm appointments. All correspondence whether on the phone or in writing will be translated into the language that the parent/guardian best understands. Records from or about such meetings will be kept in the ELL Folder of Critical Documents in the ENL Coordinators office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We are an inclusive community, and parents are an integral part of it. Starting at registration, parents are invited and encouraged to be active members of the school community. Parents of ELLs are invited to an Orientation where they are given all of their program options. In order to be responsive to our parents, we chose to have a Freestanding ENL program because the majority of our families selected this option. All families are invited to a Family BBQ at the beginning of the school year, where they have the opportunity to meet the teachers and other families. Our school has a very active Parent Teacher Association and PTA President. All parents are invited to participate in classroom activities like read alouds, class celebrations, and field trips. Our PTA involves parent volunteers by encouraging them to participate in committees for language, school beautification, grant writing, and technology support. Our school aide is bilingual in English and Spanish, so she is able to respond to the questions of most of our families. Teachers call and write home regularly to keep parents informed of their child's classroom performance. We use NYC Department of Education translation services when necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Parent Teacher Association chooses the Community Based Organizations and Agencies to partner with based on the parent survey. Staff members who wanted to ensure that all families, despite language differences, felt included and involved in the school community created our Parent Outreach Team. The team updates the school web site and sends out important information regarding school events using the school's e-mail account. We carefully consider the language needs of our families by having important documents translated into the preferred home language.

5. How do you evaluate the needs of the parents?
Initially, we determine some of our families' needs at registration when we identify the preferred language on the Home Language Identification Survey. Since parents voted to be a uniform school, we provide families with a wide range of affordable options when purchasing the uniform. Our Parent Teacher Association determines what workshops to offer by using the results of the parent survey they created. In addition to the survey, our PTA organizes several community building workshops that helps build relationships between families and helps us gauge the needs of our families. Our former PTA Treasurer is bilingual, and she translates every meeting and workshop for our Spanish speaking families. The PTA uses their language committee to ensure that all families have access to the information provided by the school and PTA.

6. How do your parental involvement activities address the needs of the parents?
Our Parent Teacher Association plays a key role in securing partnerships with Community Based Organizations and Agencies for our families. Our PTA has partnered with the school Social Worker to conduct English classes for families. In addition to these classes, we have a Rosetta Stone available to families who want to learn English. We also partnered with the Queens Library in Ridgewood, which offers Beginning and Intermediate English classes. Our PTA has also partnered with Cornell University's Cooperative Extension Program to offer weekly nutrition and health workshops for all families. We are also partnering with Metropolitan Hospital to provide education for families on childhood obesity. The PTA supports families with obtaining health insurance through the MetroPlus Health Plan. Our PTA invited guest speakers to share information regarding prescription drug insurance and college savings plans. Our PTA is also working on securing the funds for a Cool Culture pass for all families, giving them access to some of the best museums and cultural experiences in New York City. During all parental involvement activities we offer translation services via bilingual parent volunteers and the DOE Translation services where available. We provide surveys at PTA meetings and the beginning of the school year to determine the needs of the community translated into the respective languages.

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: _____ **School DBN:** _____

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)
Mieasia Harris	Principal		6/26/15
Kerianne Harrison	Assistant Principal		6/26/15
Joann Lawson	Parent Coordinator		6/26/15
Ellen Delesu	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **24Q290**

School Name: **A.C.E. Academy for Scholars**

Superintendent: **Madelene Chan**

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.

Each year we create a database organized by class based on ATS, HILS and Scholar Blue Cards to track the languages families speak. We then update the database three times annually as well as when new scholars are enrolled. The database tracks families' oral and written languages.

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, Chinese, Urdu, Arabic, Polish, Russian

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.)

Family Handbook (September)
Monthly Newsletters
Weekly homework sheets
Field Trip Permission Slips
Schoolwide announcements
Progress Reports and Report Cards (October, November, March, and May)
After-school Enrichment offerings and information

Two weeks before all of the aforementioned documents are sent home, we survey parents in writing and via robo call to determine if they require translated documents. If they are in need then we utilize the NYCDOE translation unit to translate the documents for parents.

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.

September Meet the Teacher Night, Parent-Teacher Conferences in November, March and May, Monthly PTA meetings, Monthly Principal's Breakfast, Mother's Day and Father's Day Breakfasts, Family BBQ in September, Winter Wonderland in Decembr. Weekly outreach during Parent Engagement time on Tuesday afternoons.

Two weeks before all of the aforementioned documents are sent home, we survey parents in writing and via robo call to determine if they require translated documents. If they are in need then we utilize the NYCDOE translation unit to translate the documents for parents.

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.

We have multiple school aides, para-professionals and teachers who are bilingual and provide support for our written documents as well as in-person meetings. Additionally, we employ the Translation and Interpretation unit for Parent-Teacher Conferences.

Two weeks before all of the aforementioned events, we survey parents in writing and via robo call to determine if they require translation services. If they are in need then we utilize the NYCDOE translation unit to translate the documents for parents.

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.

Two weeks before all of the aforementioned events, we survey parents in writing and via robo call to determine if they require translated events. If they are in need then we utilize the NYCDOE translation unit to translation servicest for parents.

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.)

At our staff retreat and in our Staff handbook we provide the number for the DOE Tanslation Unit to be utilized for in-person meetings with parents. Additionally, during the September Other Professional Responsibilities time, we join together as a whole staff to discuss the NYCDOE Translation unit and their available services. Additionally, we provide staff with the number to access the translation unit as well as the website.

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

Two weeks before all of the aforementioned events and meetings, we survey parents in writing and via robo call to determine if they require translated documents and/or translation services. If they are in need then we utilize the NYCDOE translation unit to translate the documents for parents.

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)

Our Parent Coordinator sends out surveys bi-annually to assess the interests and needs of families and then at the end of the year to measure satisfaction with the aforementioned. We then create goals and action plans based on family feedback. Additionally, at our May Principal's breakfast we will create a committee to serve as a focus group to meet to discuss glows and grows for the year connected to the translation services. We also provide translation during the focus group's meeting.