

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**28Q303**

**School Name:**

**THE ACADEMY FOR EXCELLENCE THROUGH THE ARTS**

**Principal:**

**BARBARA LETO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Academy for Excellence through the Arts School Number (DBN): 28Q303

Grades Served: Pre-K through 3rd grade

School Address: 108-55 69th Avenue Forest Hills, New York 11375

Phone Number: 7184591358 Fax: 718-830-3253

School Contact Person: Susan Gallo Email Address: SGallo@schools.nyc.gov

Principal: Barbara Leto

UFT Chapter Leader: Laura Ugbomah

Parents' Association President: Katy Chiu

SLT Chairperson: Susan Gallo

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Sarduy

Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435

Superintendent's Email Address: msarduy@schools.nyc.gov

Phone Number: 718-557-2618 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

BFSC: District 28 Director: Marlene D. Wilks

Director's Office Address: 82-01 Rockaway Blvd. Queens, NY 11416

Director's Email Address: mwilks@schools.nyc.gov

Phone Number: 718-281-3259 Fax: 718-281-3509

## 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)
Barbara Leto	*Principal or Designee	
Laura Ugbomah	*UFT Chapter Leader or Designee	
Katy Chiu	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Susan Gallo	Member/Assistant Principal	
Deana Bates	Member/Teacher	
Helen Tshilas	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne Marie Vasilakis	Member/Teacher	
Man Fong	Member/Parent	
Todd Holden	Member/Parent	
Yoko Ikezawa	Member/Parent	
Maria Scoloveno	Member/Parent	
Ilyse Sisolak	Member/Parent	
	Member/	
	Member/	
	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 Academy for Excellence through the Arts (AEA) is a proposal school that opened in September of 2008. The school's mantra has always been that all children are gifted and have a natural desire to learn, imagine, explore, and create. Our school is unique in that we strive to offer our children an academically rigorous program with a well-balanced Theater Arts program consisting of drama, dance, music, and art. Our teachers, parents and the community at large have high expectations and are committed to the personal, academic, and social growth of all our students. Since its inception, AEA has been a strong community based institution with a dedicated staff, highly involved parent community, and students who are eager to learn.

The Academy for Excellence through the Arts prides itself on nurturing the wonderful school community that we have built over the last seven years. Teachers, parents/caregivers, and students alike work hard to maintain academic excellence through ongoing professional development led by faculty, parents, and community based organizations.

Some of the strategic collaborations that have contributed to the continuous development of our school include partnerships with community based organizations such as Wingspan Arts, The Apollo Theater, NY POPS, 92<sup>nd</sup> Street Y, Atria, and Paul Longo – Queens College. The ability for school leaders to identify, encourage, and nurture talent from within our own school community has led to the implementation of Enrichment Clubs, Academic Review Team, "On Stage with Mrs. Leto", parent led workshops for both teachers and parents, and professional learning facilitated by in-house staff.

A special student population that has become a large component of the makeup of the students at AEA is children who are consistently performing above grade level. This population poses special challenges for our school in that we are charged with the task of covering all grade specific content while providing enrichment and extension opportunities that challenge these students. We provide opportunities for our higher achieving students to delve deeper into the material and extend their learning beyond the average grade level expectations. One example of this type of enrichment is the development of a year-long unit of study on the Harlem Renaissance which culminates in the students embodying performers of that era for a living museum presentation for families through "A Night at the Cotton Club". Other examples include author studies becoming dramatic stage performances, Native American units of study transforming classrooms into museums, etc. This type of immersion into various content areas has proven successful for the learning needs of all of our students.

The element of the Framework for Great Schools in which AEA has made the most progress in the past year is in the area of Rigorous Instruction. Numerous teachers have taken on lead roles in data analysis, technology and aligning curricula to key standards. Special initiatives and goals that have focused on building capacity within the many facets of the school community have led to reciprocal responsibilities between administrators, teachers, and students. This work has contributed to strong leadership and collaborative skills where staff/families positively shape instruction and student achievement. Through professional development opportunities and strategic partnerships, the faculty of AEA has become skilled at comprehensively aligning units of study to the Common Core Learning Standards (CCLS) and instructional shifts, and embedding cognitive processes that ground deep thinking. In-house teacher inter-visitation opportunities have provided staff the opportunity to observe best practices in a variety of subject areas and content specific application. This collaboration has resulted in students across grade levels having extensive opportunities to explore, create, and engage in project-based and hands-on learning experiences.

The key areas for focus in the upcoming school year are Collaborative Teachers and Effective Leadership. Special attention will go toward the quality of professional development. Professional development will be designed to take on

a more thematic focus and will aid in the development of a stronger professional community that focuses on student learning as its main priority. Highlighting the importance of collective responsibility among all staff members will guide this work and result in strengthening the framework element of Collaborative Teachers.

The element of Effective Leadership will be addressed by administration, teachers, and parents with regard to program coherence and instructional leadership. The School Leadership Team will pay special attention to program coherence when making programming and budgetary decisions throughout the 2015-2016 school year. Looking at our programs through the lens of inclusive and facilitative leadership, all school community stakeholders will be empowered to have their opinions voiced and will further become integral components of the instructional leadership within the school.

## 28Q303 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03	Total Enrollment	209	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	N/A	% Attendance Rate			96.6%
% Free Lunch		11.3%	% Reduced Lunch		4.4%
% Limited English Proficient		1.5%	% Students with Disabilities		10.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			1.0%
% Hispanic or Latino		18.7%	% Asian or Native Hawaiian/Pacific Islander		31.0%
% White		46.3%	% Multi-Racial		3.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# 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)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			14
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### **Part 1 – Needs Assessment**

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

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

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

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

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

has helped to build upon the atmosphere of goodwill, tolerance, and friendship that we strive to maintain here at AEA. This expansion however, requires further development and remains a focus for the 2015-2016 school year.

**Part 2 – Annual Goal**

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

By June 2016, a “Compliment” reward system will be in place during lunchtime and recess in order to promote positive behavior among students and to extend this type of positive reinforcement to the common areas as well as the classrooms as measured by the number of names on The Sea of Kindness display board.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Consultation with classroom teachers who utilize this form of reward system in their classrooms and their opinions on best practices with regard to finding ways to further the implementation of this initiative.</p>	<p>Students grades Pre-K to 3</p>	<p>October 2015-June 2016</p>	<p>Classroom teachers, school aide, lunchroom personnel</p>
<p>Development of reward ideas that include input from families and students will be earned by students who reach a designated number of compliments, e.g. breakfast with the staff member of their choice; a trip to the treasure chest.</p>	<p>Students grades Pre-K to 3</p>	<p>October 2015-June 2016</p>	<p>Classroom teachers, school aide, lunchroom personnel, PTA members</p>
<p>“Sea of Kindness” wall to be extended by Ms. Rizzuto, 3<sup>rd</sup> grade student group, and parent volunteers. Display will be in the Café in order to encourage participation among students.</p>	<p>Students grades Pre-K to 3</p>	<p>October 2015-November 2015</p>	<p>Teachers, students and parent volunteers</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.

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

**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 <sup>st</sup> 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.

Mid-point benchmark will occur the first week of February 2016. At that time, 50% of classes, grades K-3, will have students represented as evidence by compliments displayed on board in Cafe. All parties involved with this goal will analyze school progress and consult with administrators as to the progress being made toward the intended goal.

**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.

According to the data gathered from the Framework for Great Schools, an area of focus in the upcoming school year is Collaborative Teachers. Data showed strength in the subcategories of cultural awareness, inclusive classroom instruction, school commitment, innovation, reflective dialogue, peer collaboration and collective responsibility with all score points ranging from 27-66 (83%-94%). The subsection of Collaborative Teachers that is indicated as an area for growth is that of quality of professional development and focus on student learning; receiving score points of 0 and 10 (60% and 83%). In order to address these areas, special attention will go toward the quality of professional development. Professional development will move from short-term topics to concepts that are sustained and coherently focused. Sufficient time will be allotted for teachers to think carefully about, try, and evaluate new ideas. Professional development for the 2015-2016 school year will also include opportunities to work productively with colleagues in our school as well as opportunities to work productively with teachers from other schools. Learning outcomes will be measured in part by observations that make note of teacher application of concepts. Professional development will provide teachers with the support they need in order to focus on and enhance student learning. Student academic success is enhanced when teachers experience powerful professional support.

The guiding principles for professional development for the 2015-2016 school year will include:

- A focus on student learning; differentiated instruction, learning styles, etc.
- Trust building activities; teacher-principal trust; teacher-teacher trust
- Building confidence, respect, and effective communication among all faculty members
- Alignment of professional development with the CCLS and its integration into current units of study
- Implementation of differentiated instructional techniques
- Evaluation of teaching practices through the Danielson Framework
- Data driven, collaborative decision making to enhance teacher practice and student achievement
- Data on student achievement will be analyzed to ensure that needs of applicable subgroups are being met (e.g.: ELLs, SWD)
- Professional collaboration and support
- Systematic evaluation of professional development as it translates into classroom implementation and practice and evidenced through formal and informal observations

The goal will be for professional development to be designed to take on a more thematic focus and will aid in the development of a stronger professional community that focuses on student learning as its main priority. Highlighting the importance of collective responsibility among all staff members will guide this work and result in strengthening the framework element of Collaborative Teachers. The element of Effect School Leadership is also addressed by this goal by establishing a forum for the principal to set clear expectations for teachers about implementing in their classrooms what they have learned in professional development. This plan demonstrates our school’s commitment to ensure that every teacher experiences high-quality professional learning so that every student develops the tools to achieve his or her highest potential. In order to compete globally, to reach college and career readiness, and to take

advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day. Professional development is the pathway to exemplary teaching and ultimately, student achievement.

**Part 2 – Annual Goal**

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

By June 2016, 75% of professional development sessions will address concepts that are sustained and coherently focused as outlined in the Framework for Great Schools and will be measured by observable lessons, actual feedback, reflections by teachers, and student outcomes.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creation of a Professional Development Collaborative Team (PDC) to share decision making process for assessing needs and focus areas for PD sessions. Principal will turnkey information that was received at the district level with regard to district foci 1.2-pedagogy and 2.2-assessment to ensure transference within the classrooms.</p>	<p>Administrators, teachers, paras</p>	<p>August 2015 – October 2016</p>	<p>Barbara Leto, Principal, Susan Gallo, Assistant Principal</p>
<p>Design a year-long PD plan that outlines areas that are in need of growth. Development of cohesive, thematic professional development sessions using multi-media resources, e.g. professional articles, ARIS learn, webcasts, etc. Focus on strategies to address needs of specific subgroups (e.g.: ELLs, SWD) will take place when developing overall plan.</p>	<p>Administrators, teachers, paras</p>	<p>Sept 2015 – June 2016</p>	<p>Barbara Leto, Principal, Susan Gallo, AP, PDC Team</p>
<p>Quarterly distribution of progress assessment surveys to be completed by all staff members to “check-in” on level of advancement being made in areas to be strengthened in their teaching practices. Surveys will provide data as to how the PD</p>	<p>Teachers grades Pre-K through 3<sup>rd</sup></p>	<p>Dec 2015; Jan 2016; April 2016; June 2016</p>	<p>Barbara Leto, Principal, Susan Gallo, AP, PDC Team</p>

has aided teachers in making specific steps toward stated goals.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed include:											
<ul style="list-style-type: none"> <li>• Scheduling Professional Learning times for Monday and Tuesday afternoons between September and June.</li> <li>• Scheduling preparatory time for inter-visitation and coaching opportunities.</li> <li>• Materials for the implementation of the collegial lesson critique; e.g. iPad, lesson plan, Smartboard, document camera, etc.</li> </ul>											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Mid-point benchmark will occur in mid-February 2016. At that time, progress assessment surveys will be analyzed to check if at least 35% of professional development sessions have addressed concepts that are coherently focused as indicated by teacher assessment surveys. Survey data will aide in making adjustments as needed to stated goals.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

During this past school year, Principal Leto had invited her staff to be a part of her newly introduced book club. This initiative was sparked by her experience as part of a professional book club made up of several principals from CFN 406. She has expressed the positive effect this book club has had on her own professional development and in turn, established a book club of their own within the school. By doing this, Mrs. Leto is able to turnkey her own professional growth and increase the professional growth of others. “On Page with Mrs. Leto” has had great success over the course of the 2014-2015 school year.

In an effort to broaden the participation of this book club, School Leadership Team parent members will be invited to join the teachers and administration during the 2015-2016 school year. The curricular focus of the readings will be science and the scientific method. Titles will be carefully chosen in order to give the book club participants an in depth look into how children learn and the benefits of hands-on learning activities. A thematic strand that will be embedded into this goal will be the development of principal instructional leadership as this area was noted as an area for growth based on the Framework for Great Schools Report 2015. Since the SLT has a large influence on programming decisions in the school, this club will provide an opportunity for non-pedagogues to gain a better understanding of scientific content and its implementation into the classroom. This book club will provide a venue for Mrs. Leto to demonstrate an increased level of inclusive/facilitative leadership while communicating a clear vision for the school and receiving feedback from members with regard to their opinions of how the children are progressing both in the classroom and at home. This is a unique opportunity for parents to gain an inside look at the development of program coherence thorough literature, professional readings, and collaborative discussion. This also provides an opportunity to further promote family and community involvement in the school.

### **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.

By June 2016, a combination of 30% of school based staff and 50% of School Leadership Team parent representatives will participate in the “On Page with Mrs. Leto” book club. Thematic focus in science will enhance discussion and decision-making with regard to programming needs as measured by participant feedback forms, parent/caregiver classroom visit surveys, and club discussion agendas.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School Leadership Team parent members will be invited to join the teachers and administration during the 2015-2016 school year.</p> <p>Focus on the development of principal instructional leadership, specifically, shared decision making, as noted for improvement based on the Framework for Great Schools Report 2015.</p>	<p>SLT  parent members, classroom teachers, administration</p>	<p>November 2015 – May 2016</p>	<p>The Principal and club participants will all play key roles in the implementation and monitoring of the activity.</p>
<p>Discussion with participating members around the content area of science and possible book titles to be shared in the book club.</p>	<p>Classroom teachers, SLT parent members.</p>	<p>November 2015 – May 2016</p>	<p>The Principal and club participants will all play key roles in the implementation and monitoring of the activity.</p>
<p>As the SLT represent the greater parent/caregiver body, all classrooms will be opened for families to visit and observe several science lessons and give feedback to their SLT representatives about the visits.</p>	<p>Parents/Caregivers, SLT parent members</p>	<p>November 2015 - May 2016</p>	<p>The Principal, Assistant Principal, and Parent Coordinator will all play key roles in the implementation and monitoring of the activity.</p>
<p>A monthly visit schedule will be set up to give families multiple opportunities to observe and share feedback with teachers, SLT members, and administration.</p> <p>Tools such as Remind and Shutterfly, as well as parent letters, will be used to notify families of the scheduled visits.</p>	<p>All AEA families</p>	<p>November 2015 - May 2016</p>	<p>The Assistant Principal and Parent Coordinator will oversee the visit schedule and parent notifications.</p>

Members will discuss and assess current issues in education and the implementation of science activities in the classrooms. Strategies to address needs of ELLs and SWD will be included in the discussion and implementation as applicable.	Classroom teachers, specialty teachers, support staff, SLT parent members.	December 2015 – May 2016	The Principal and club participants will all play key roles in the implementation and monitoring of the activity.
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Copies of chosen titles for each participant.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Participant survey will be used to determine how the book club is progressing and potential alterations that need to be made at mid-point during the first week of March 2016. Particular attention will be given to programming choices that are being considered and instructional planning for the curricular area of science to meet the needs of all student subgroups (e.g.: ELLs, SWD).
<b>Part 5b.</b> 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students performing below grade level (scoring a Level 1 on report card) receive AIS.  <b>Grade :</b>  K: <Print Concepts  1 <sup>st</sup> : <Level C  2 <sup>nd</sup> : <Level G  3 <sup>rd</sup> : <Level K	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reteach</li> <li>• Voc building</li> <li>• Modified materials</li> <li>• Visual cues</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during reading and writing workshops</li> <li>• Before school during Breakfast Club sessions</li> </ul>
<b>Mathematics</b>	Students performing below grade level on various math assessments in concept specific areas (e.g. <65% average on assessments on multiplication equations)	<ul style="list-style-type: none"> <li>• Math Centers</li> <li>• Concept specific activities and practice</li> <li>• Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during math workshop</li> <li>• Before school during Breakfast Club sessions</li> </ul>
<b>Science</b>	Students performing below grade level on various science assessments.	<ul style="list-style-type: none"> <li>• Scientific Method tasks</li> <li>• Writing in content area</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	Services are provided: <ul style="list-style-type: none"> <li>• In class during science workshop</li> <li>• Science Enrichment Club</li> </ul>
<b>Social Studies</b>	Students performing below grade level on	<ul style="list-style-type: none"> <li>• Literacy through Art and Music</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	Services are provided:

	various social studies assessments.	<ul style="list-style-type: none"> <li>• Writing in content area</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• In class during social studies workshop and Literacy through Art and Music</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Social-emotional development is impacting academic progress</li> <li>• Parent concerns for child's progress</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Speech</li> <li>• SETSS</li> </ul>	<ul style="list-style-type: none"> <li>• Push-in</li> <li>• Pull-out</li> <li>• Small group</li> <li>• One-to-one</li> </ul>	<p>Services are provided:</p> <ul style="list-style-type: none"> <li>• During the school day</li> </ul>

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

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

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

Describe the 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).

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			

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

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

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

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

- 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.

<sup>2</sup>The **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)**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC)**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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. Student Responsibilities:**

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

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>303</b>
School Name <b>The Academy for Excellence through the A</b>		

### 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 <b>Barbara Leto</b>	Assistant Principal <b>Susan Gallo</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Susan Gallo</b>	School Counselor <b>n/a</b>
Teacher/Subject Area <b>Laura Ugbomah/CB</b>	Parent <b>Jessica Sinoway</b>
Teacher/Subject Area <b>Robert De Jesus/CB/ESL</b>	Parent Coordinator <b>Jessica Sinoway</b>
Related-Service Provider <b>Chanah Cohen</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>n/a</b>	Other (Name and Title) <b>n/a</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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)	160	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 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

### 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	2	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assessment tools our school uses to assess the early literacy skills of our ELLs are Fountas and Pinnell leveled readers/running records and the MCLASS DY0. Insights received are numerous. MCLASS Reading 3D is our formal reading assessment. The reading 3D system allows teachers to group children based on areas of strength as well as areas in which they need more support. Reading 3D provides two types of assessments: Benchmark and Progress Monitoring. The Benchmark assessments are given three times a year to identify student's instructional level. The Progress Monitoring assessments are administered in between Benchmark assessments and are used to track progress of individual student's areas of weakness and changes in reading levels. Reading 3D measures initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, word use fluency, text reading and comprehension that include: print concepts, reading behaviors, and oral/written comprehension. This diagnostic tool is used to inform and individualize instruction for our ELLs. By creating skill groups based on the data that is generated through the reading 3D system, we have observed that our students have met benchmark goals in all literacy areas by differentiating instruction for all our learners.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiencies and grades show that our ELLs are steadily learning and improving in their second language acquisition. The one ELL child in our school who was classified as Expanding (Advanced) on her NYSITELL exam at the beginning of the 2014-2015 school year scored Proficient/Commanding the Spring 2015 NYESLAT exam. This child was also received a high score on the Gifted and Talented exam and has accepted a seat in a G&T program in another school. Information accumulated through data analysis of NYSESLAT modalities on the RLAT report in ATS showed the student's strengths in the listening/speaking and reading/writing portions of the exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 At this time, the information provided by the AMAO tool is not applicable to the student population. Due to the fact that our school is grades Pre-K to 3, the AMAO tool does not provide data that is useful for gauging student progress or students who are at risk. The only data available at this level is attendance history that is not applicable to the two ELLs in our school because they are new admits

this year and do not have attendance history in the AMOA tool. Additionally, since these students are in Kindergarten, there is no data for past NYSESLAT exams or state ELA and Math exams. In future years when our school expands to include the 4<sup>th</sup> and 5<sup>th</sup> grades, the AMAO tool will be carefully analyzed to look for trends, with special attention given to the advanced early warning indicators for all students (ELLs, SWD).

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

Patterns across performance levels and grade specific requirements show our ELL children to be transitioning and expanding in the listening, speaking, reading, and writing portions of daily instruction. The ELL children require additional support in these four areas keeping in mind their particular grade requirements. All tests are given in English since we currently do not have a TBE or Dual Language program. Considering the young age of our students, reading and writing in the native language has never been a part of their academic life even before enrolling in our school. Up to this point in time we have never administered the ELL Periodic Assessments due to the fact that all former ELLs have achieved English proficiency prior to being in third grade. Future use of such assessments are being discussed and reviewed by the school administration, classroom teachers, and the Borough Field Support Center. School leaders and teachers are using this data to continually inform instruction.

We believe our programs for ELLs to be successful. We have been able to evaluate the success of our programs for ELLs by looking at the data generated by our early literacy assessment tools. As of June 26, 2015, 100% of our ELLs were reading at or above grade level. As soon as the Beginning of Year literacy assessments are completed, our programs will be reevaluated for success.

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 instruction for ELLs within the RtI framework by allowing for new methods of differentiation. By analyzing data gathered from formative and summative assessments, students are provided with increasingly intensive and targeted instruction. This instruction is designed to match their learning needs as determined through various classroom assessments and consultation with school administrators and teachers. Support for ELLs begins with Tier I for core of instruction, then increases to Tier II which increases the level of instructional intervention. Tier III is the level reached when intensive intervention and support is warranted in small group or 1:1.

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

Conversations and consultation with ESL coordinator, classroom teacher, and school leaders occur to determine the level of second language development that is evident for each child. Using reading, writing, listening and speaking assessments as the foundation of assessing language acquisition, act as the foundation for all instructional decisions. Emphasis on areas in need of support are determined and implemented on an individual basis. Since our ELL students are in Kindergarten and were not involved in a Pre-K or nursery program, there is no educational history to consider when making instructional decisions at this point. However, in the event that older ELL students are enrolled, educational history, AMOA tools, and cultural background will be the main focus areas for instructional decisions.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

The LAP team periodically evaluates the success of our programs and instructional practices for our ELL population. Self-evaluation of our programs, measuring rate of student progress, and consultation with the families are some of the ways this evaluation is conducted. The MCLASS literacy assessment program and the Foundations program are two of the assessment tools that are used to evaluate the success of our ELL program. Student performance on these assessment tools gives a clear picture of which areas are in need of focus for each child and the support necessary for language acquisition. Evaluating programs as to their success in meeting AYP goals for ELLs will be carefully done when we have ELLs in the upper grades after our expansion. At the Pre-K through 3<sup>rd</sup> grade level, there is no student data (e.g.: NYS exam scores, benchmark assessments, etc) to assess AYP for ELLs.

## 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.

Several steps take place in the identification process of English Language Learners. The entire initial process is overseen by our ESL Coordinator, Susan Gallo. In the event that Mrs. Gallo is unable to be present, Mr. DeJesus has been trained to oversee the intake process. Both Mrs. Gallo and Mr. De Jesus are qualified personnel as defined by their possession of valid ESOL and/or Bilingual teaching certification as per the CR-Part 154 subparts 154-1 & 154-2.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing a student who may possibly be an ELL. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time. In the event that an interpreter is needed, the NYCDOE Translation & Interpretation Unit is contacted. All HLIS are assessed by Mrs. Gallo and a determination is made as to the child's eligibility for NYSITELL testing. If a parent answers "yes" to one question on Part 1: ques. 1-4 AND answers "yes" to two questions on Part 1: ques 5-8 on the HLIS, then the next step in ELL identification occurs. The next step is to administer the NYSITELL to the student within the first 10 days of enrollment. Along with testing the children newly identified as ELLs by the HLIS, the RLER (NYSITELL and NYSESLAT Eligibility Roster) is generated through ATS and those children are administered the NYSITELL as well. Any child who does not pass the NYSITELL and whose home language is Spanish will be administered the Spanish version of this exam. All NYSITELL answer documents are scanned and the results generated through ATS by Mrs. Gallo.

All children who are designated as ELLs are annually assessed using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligibility status is confirmed by use of the ATS RLER (Revised Lab and NYSESLAT Eligibility Roster).

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling and if the student is in grades 3-9, then the school will then proceed with the SIFE Identification Process. This process includes the administration of the Oral Interview Questionnaire. This questionnaire is used to determine if an ELL has had a gap of two or more years in their formal schooling. If the newly enrolled student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. If work samples would be beneficial in order to gain a better understanding of the child's academic needs, then a grade specific "On-demand Work Sample Packet" is completed by the newly enrolled student. SIFE status identification is made within 30 days of initial enrollment.

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).

Identification of newly enrolled students with IEPs consists of several factors. As with all new admits, the HLIS is administered to the registering parent and an interview is conducted with both the parent and the child. Interpretation is provided for all parents on request. As the registration packet is examined, the student's IEP is reviewed by members of the LPT. This reviewing team includes either the principal or assistant principal, the ESL coordinator, and a member of the Special Education/School Based Support Team. If work samples are required to gain a better understanding of the child's language acquisition needs, then a grade specific "On-demand Work Sample Packet" is completed by the newly enrolled student. This additional data will give the LPT members a clearer picture of the needs of the student and a recommendation for NYSITELL administration is submitted to the principal for review. There is a 20 day window for the LPT members to submit their recommendations to the principal. Dependant on the principal's determination, either the NYSITELL is administered immediately or the case is sent to the superintendent or superintendent designee for further evaluation and a final decision. If the NYSITELL is administered, parents are informed of the results and a parent orientation is conducted. Parent choice is entered into ATS within 20 days of enrollment.

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.

Entitlement letters are sent home by Susan Gallo, ESL Coordinator, via the students' take home folder/backpack. That letter explains the HLIS and NYSITELL process and explains what the student is entitled to. Two copies of the Parent Survey and Program Selection form are created per child. All forms are provided in the parent's preferred language as stated on their HLIS form. One form is sent home with the Entitlement letter and an extra is kept at school. This way if the first copy is not returned, a second copy is available for completion when the parent comes to school to attend the Parent Information meeting. By doing this, the school has the ability to ensure that all Parent Survey and Program Selection forms are completed and filed for each ELL on register. After each parent completes the Parent Survey and Program Selection form, the Placement letter is sent by Susan Gallo, ESL Coordinator via the student's take home folder/backpack. Copies of all forms (Entitlement, Parent Survey/Program Selection, and Placement) are filed and maintained in the school.

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).  
Notification of a parent's right to appeal ELL status within 45 days of enrollment has been added to the agenda for all Parent Information meetings. By doing this, the details of the appeal process are thoroughly discussed with each family during the time that the Parent Survey and Program Selection forms are completed. All protocols are discussed with the families by the ESL Coordinator. Meetings are conducted in the parent's preferred language and translation services are provided as requested. This all inclusive meeting outlines every parent's right to appeal and the options that are available to all families of ELL students. Copies of all forms are filed and maintained in the school.
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.  
Several structures are in place at our school to ensure that parents fully understand the three program choices they have available to them (Transitional Bilingual, Dual Language, or Freestanding ESL). Each entitled family is invited to attend a Parent Information meeting as soon as their child is tested using the NYSITELL, to learn about their rights and the programs available to them. These meetings are conducted by the ESL Coordinator within the first 10 days of enrollment. Multiple meetings are scheduled to accommodate possible work hour conflicts. Meetings are posted on the school's website; invitations to these meetings are sent home in the children's backpacks, and announcements are posted on the parent bulletin board. Information regarding these meetings is sent home in whatever language the parent has requested on Part 3 of the HLIS - "In what language would you like to receive written information from the school?". Translators are made available at all meetings to any family who requests such services. Agendas, sign-in sheets, and native language pamphlets are available at each meeting. The first three meeting opportunities all take place in September; one during our first Parent Teacher Conference, the second during Curriculum Night and the third one immediately before the first PTA meeting. As needed, additional meetings are scheduled during Parent Teacher Conferences in November in both the afternoon and evening. Additionally, a morning meeting is scheduled in October for those parents who prefer attending immediately following morning drop-off. Parents are notified that the Freestanding ENL program will be the default placement (since we do not currently have a bilingual program) in the event that the parent choice survey is not returned.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Entitlement letters, Parent Survey and Program Selection forms are sent home by Susan Gallo, ESL Coordinator, via the students' take home folder/backpack. Two copies of the Parent Survey and Program Selection form are created per child. One form is sent home and an extra is kept at school. This way if the first copy is not returned, a second copy is available for completion when the parent comes to school to attend the Parent Information meeting. By doing this, the school has the ability to ensure that all Parent Survey and Program Selection forms are completed and filed for each ELL on register. All correspondence is sent home in the parent's preferred language. Parents are contacted by phone and/or email if the initial form is not returned. Copies of all forms (Entitlement, Parent Survey/Program Selection, and Placement) are filed and maintained in the school. Parent program choice is entered into the ELPC screen in ATS as all forms are completed and returned. If a TBE/DL program becomes available, parents who had been interested in these programs is contacted with this information.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
A list of students whose parents have been sent a Parent Survey and Program Selection form is kept in the assistant principal's office. The ESL Coordinator is responsible for the safekeeping of all forms and letters. As these forms are returned to school, this information is indicated on the list. This system makes it clear as to which parents have returned the forms and which parents we need to reach out to.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ESL Coordinator personally delivers all placement letters to the classroom teachers to be placed inside the students' take home folder. All placement letters are sent in the parent's preferred language as indicated on the HLIS form.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Original ELL documentation is permanently retained in each child's CUM folder. Additionally, a second copy of all documents are retained in the ESL Coordinators files until the student completes the terminal grade. The ESL Coordinator, Assistant Principal, and Principal have access to these 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.  
After the NYSITELL exam is administered to all Kindergarten and newly admitted children whose HLIS form indicate a language other than English is spoken in the home, the RLAT report is run on ATS. This report indicates the names of children who will be tested in the spring using the NYSESLAT. By collecting this data it is possible for the correct number of exams to be ordered through the online ordering system in NYSED. The RLAT is run periodically throughout the school year to ensure that new admits are accounted for and that the number of exams ordered is reflected accurately.

When the time to administer the NYSESLAT arrives each year, a schedule is created so that all sections of the exam are administered. All schedules and subsequent testing is facilitated by the ESL Coordinator. Any children who are absent during the scheduled testing period will be administered any part of the exam he/she has missed during the make-up exam period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL Coordinator personally delivers all continued entitlement and transitional support parent notification letters to the classroom teachers to be placed inside the students' take home folder. All correspondence is done in the parent's preferred language as indicated on the HLIS form.
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).

Data is gathered each year to monitor trends in parent choice. This data is gathered by reviewing the Parent Survey and Program Selection forms. Data over the past few years has indicated the continuation of the Stand-alone ENL model which we currently have in place. The trend to date is that 100% of the parents surveyed have requested their child be placed in the Stand-alone ENL program. Keeping in mind that parents are fully briefed during the Parent Information session of the alternate choices available to them, all have ultimately chosen to have their children be placed in the Freestanding ESL program.

At the present time the program model offered at our school is aligned with parent requests. In the event that parent choice changes and the number of ELL increases to be able to support such requests, our ENL instructional program and model will be reassessed. The reassessment will be done through consultation with the LPT members, SFA volunteers, and our SLT. All parent choice and program offering alignment is made as per Aspira Consent Decree which assures that the NYCDOE will provide bilingual education for students identified as lacking sufficient English proficiency who might be better served with instruction in a language other than English.

## 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.  
Our program design is two-fold. We offer both a 'push-in' component, as well as a 'pull-out' component to our Stand-alone ENL program. For the 'push-in' model, children are blocked by grade. The students are supported and receive service minutes within the class setting. The 'pull-out' portion of the program is designed to be ungraded and children are grouped heterogeneously. Students are grouped together for services with entering, emerging, transitioning, expanding, and commanding designations working together. Thus, modeling language skills for one another.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Our ESL Coordinator holds permanent certification Teaching English to Speakers of Other Languages and is here to provide service and ensure that each entitled child receives the mandated number of instructional minutes according to their proficiency level. Each ELL students receives the mandated number of minutes as per CR154 and based on their NYSITELL determination. Our ENL instructional minutes are explicitly delivered through our push-in/pull-out model. Small group and one-to-one work is provided to support children in their second language acquisition. Every child also receives ELA support during their literacy block to fulfill the ELA instruction requirement of 180 mins per week for any child receiving expanding ELL designation. Native language assessment is not part of our Stand-alone ENL program. However, if a child is struggling in a particular academic area, we utilize the assistance of a interpreters to informally assess the child to see if the issue is present in the child's native language. By

doing this, we are better able to ascertain the needs of the child, his/her strengths, and where the child would benefit from additional support.

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

We have adopted the Readers and Writers Workshop model for our Balanced Literacy program. We are using Singapore Math for our math program. We have chosen trade book Social Studies and Science programs. The language for instruction is English. ELLs are full participants in all subject area learning. A few of the instructional approaches and methods used to make content comprehensible to enrich language development are additional visual aids are provided. Hands on learning and a print rich environment are provided to serve as an additional supports for our ELL students. As per the CCLS's Blueprint for ELLs, teachers working with ELLs are required to design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP); provide integrated language and content instruction to support language development through language-focused scaffolds; utilize materials and instructional resources that are linguistically, age/grade appropriate, and align to the standards. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.

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

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

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

The Common Core Learning Standards for English Language Arts is inclusive of standards addressing reading, writing, speaking, and listening. Our early child literacy assessments, MCLASS and Foundations, test student ability in all four modalities. These assessments are given three times per year. Additionally, all of our units of study and coordinating end of unit/periodic assessments are fully aligned to the Common Core Learning Standards adopted by New York State. This fact ensure that all students are appropriately evaluated in all four modalities.

6. How do you differentiate instruction for 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

At present, the subgroups that are currently part of our population are simply ELL students that fall into the transitioning and the expanding language proficiency designations. Teachers differentiate instruction by implementing various ENL methodologies such as extensive modeling, one-to-one directions, modified materials, clarifying and reteaching concepts, and pronunciation/linguistic mechanic work. These scaffolding methods are also effective in supporting former ELLs up to two years after they have exited ELL status. At this present time, we do not have any SIFE children. Considering that this is an Early Childhood Center with students grades Pre-K to 3rd, we do not have any children receiving ENL services for 4-6 years or children considered to be Long-Term ELLs. Also, the requirement under NCLB with regard to ELA testing for ELLs after one year is not age appropriate to our school due to the fact that we do not have ELL students in the testing grades. ELLs identified as having special needs are appropriately evaluated and placed in accordance with his/her IEP. All parties are consulted with for the best tools and methods for that child. Former ELLs will continue to receive support for up to two years after exiting ELL status. ELLs, both current and former, will receive test accommodations as necessary for exams. An example of these test accommodations would be extended time on state ELA and Math exams.

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.

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. All students who were flagged by the ESL Coordinator to have potential ELL status due to their HLIS indicating that a language other than English was spoken in their home will be tracked by the ESL coordinator. All identification and re-identification if done by the ESL Coordinator and the pedagogs trained to conduct intake interviews. This tracking will include students who are classified as ELL after taking the NYSITELL exam as well as those students who are deemed non-ELLs after taking the NYSITELL exam. Students whose parents have filed an appeal as to ELL status will also be carefully tracked by the ESL Coordinator and classroom teachers. The ESL coordinator and classroom teachers will engage in

**Chart** close monitoring of each students development in English Language Arts as it relates to the four modalities of reading, writing, listening, and speaking. Progress data from MCLASS and running records will be monitored for grade level competencies. This will ensure that students who may be re-identified as either ELL or non-ELL within 45 days of enrollment are not adversely affected by the re-identification and will also ensure that they do not fall behind in their academic progress. This extra support will also allow teachers to assist students to continue to develop vocabulary and language skills have LEP parents who are unable to assist with English language development at home.

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?

Grade and age appropriate instructional strategies that teachers implement for our ELLs include physical prompting, varied presentation of materials, re-teach concepts, one-to-one directions, modified materials, etc. Grade-level materials include leveled libraries, visual aides, picture cards, listening centers, as well as manipulatives made available across content areas. Academic support infused with technology, such as use of iPads, is a regular accommodation to support language acquisition. All services and supports provided are required to strictly adhere to the child's IEP goals and accommodations. The SBST and special education teachers closely monitor SWD to ensure that all mandated services are being provided properly (bilingual education, ENL instruction as indicated on all IEPs).

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?

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

**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)
<b>Chart</b> INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	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(uu) of this Title. All programs must be provided during the school day.					

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



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

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

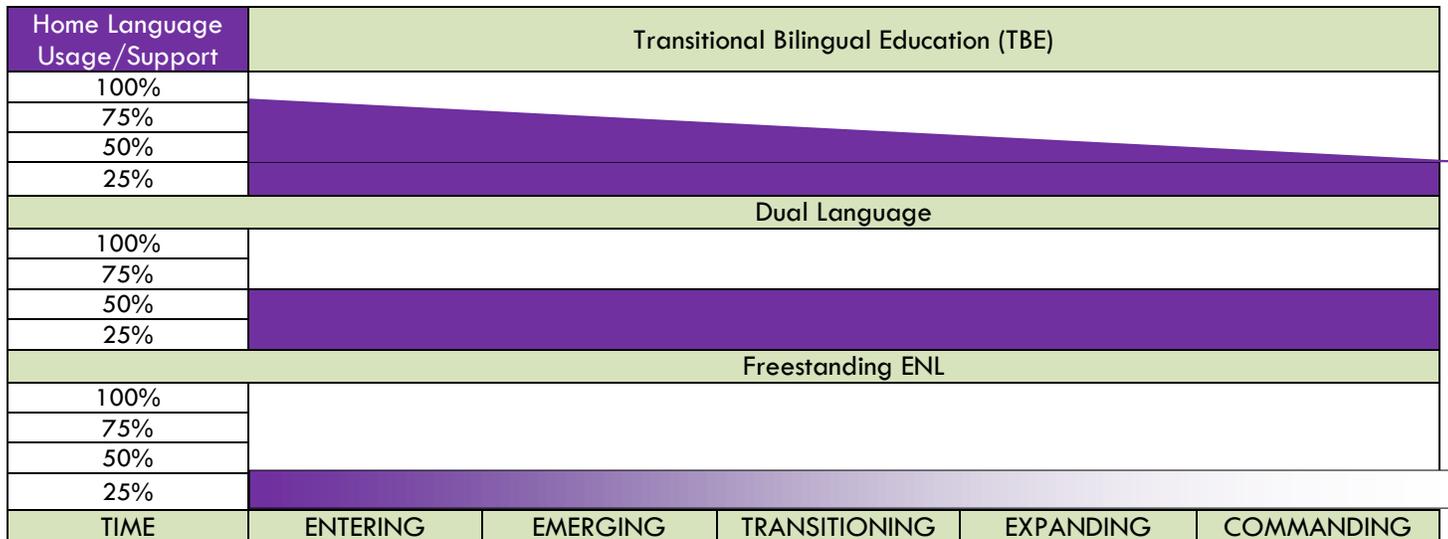


\*Note: “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs have been put in place for ELLs (entering, emerging, transitioning, expanding, commanding) in ELA, math, science and social studies. We have instituted small group instruction, focus groups, and guided reading groups, to provide additional support to our LEP students. Learning centers have been created as a part of the workshop model for literacy, math, science and social studies. Several supplemental programs have been put in place of our ELLs including Academic Intervention Service groups and RTI Tiers 1-3 with varying levels of intensive instruction and support. Data is collected and trends are analyzed to assess which types of activities yield higher academic growth of our ELLs. All instruction is conducted in English. Children who have demonstrated proficiency and passed the NYSESLAT continue to have intervention programs and support services available to them for up to two years following the passing of the NYSESLAT. Push-in instruction also incorporates this population so as to continue the academic support for these students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Data analysis is showing solid proof that our current methods, programs, and protocols are effective in meeting the needs of our ELL students in both content and language development. For example, our formal literacy assessment (MCLASS) is conducted three times per year and the results are carefully examined. Historically, all of our ELL students have shown significant growth in their ability to read, write, speak and listen. Teachers who have ELLs in their classrooms are notified upon student enrollment. Teachers are offered additional support, materials to enhance language acquisition, and specific professional development to assist them with this population. The LPT members periodically review and self-assess our programs and instructional practices for our ELL population. We add revisions to our programming as we deem necessary. Although self-evaluation of our programs has proven successful, this team continues to regularly assess the effectiveness of all aspects of school-life and the way it is affecting our ELLs (curriculum, assessment tools, etc).
12. What new programs or improvements will be considered for the upcoming school year? The LPT members have reviewed several new supplemental programs this school year to assist our children with meeting the new requirements for the Common Core. We have purchased Pebble Go and RAZ Kids which are online ebook databases designed to aid students of all literacy skill levels to access the curriculum. Data is generated from online assessments to see how ELLs are performing at various levels. We are also purchasing Teacher's College units of study in writing to supplement our literacy program. After implementation of these programs, we will continually monitor their effectiveness and make revisions to our programming as we deem necessary with regard to curriculum, assessment tools, etc.
13. What programs/services for ELLs will be discontinued and why? At this time we will not be discontinuing any of the programs or services that our ELLs currently receive.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs are afforded equal access to all school programs. Partnerships have included The 92<sup>nd</sup> Street Y, NYC POPS, and Wingspan Arts Artist in Residency. We currently offer the Wingspan Arts after school program. All of the aforementioned programs are available to all students. Every child in the school, including ELLs, have the opportunity to actively participate in all programs offered. Where applicable, parent notifications are sent out to invite students to programs offered outside of the scope of the regular school day. Parent notifications are sent in parent preferred languages as noted on the HLIS form.
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. In order to provide support services to our ELLs, all children are included in small group instruction, focus groups and guided reading groups. Technology is infused by using language enrichment software, laptops, and iPADS, as well as by introducing children to online resources available to aid with schoolwork. Leveled libraries, literacy/math centers, and modified materials are available to enhance learning and target students' current academic abilities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Native language support is delivered through bilingual staff members, SFA volunteers, and native language materials which include a growing native language library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All required services and resources support and correspond to our ELLs' ages and grade levels. This is done by programs taking into consideration the process and developmental stages of second language acquisition; promoting a collaborative approach among teachers, administrators, and other personnel involved in the education of ELLs; and building on prior knowledge and experience of students to help in their development of age/grade appropriate language, vocabulary, and concepts.
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).

We offer newly enrolled ELL students, and their parents, an orientation session before the start of school. This orientation includes a building and classroom tour for both child and parent to familiarize them with the layout of the school in order to make an easier transition on the first few days of school. This orientation is given by the ESL Coordinator.

19. What language electives are offered to ELLs?

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

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)?

N/A

## 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.)

Specific Professional Development training for all staff is designed around the needs of our ELLs. The specific staff included in this type of professional development include teachers, paraprofessionals, psychologist, OT/PT, speech teacher, school aides, parent coordinator, and secretary. At this time we do not have a guidance counselor. The ESL Coordinator will turnkey all PD that she receives off site. As per the newly adopted regulations stated in CR-154 subparts 1 & 2, the general education staff members who teach these children on a daily basis receive 15% of all PD hours in ELL-specific topics of training. Bilingual and ENL/ESL teachers will receive 50% of all PD training to be geared toward ESL integration of language and content instruction. We will be providing professional development training for teachers to become familiar with ESL methodology and practices best suited for this special population. PD will be conducted by the Principal, Assistant Principal, ESL Coordinator, and guest facilitators.

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?

Professional development that focuses on subject matter that is specific to the needs of ELLs will be offered to all teachers. This subject matter will include co-teaching strategies, and integrating language and content instruction. Examples of these activities include sentence building, nouns all around, kooky carnival, and adventure camp. These activities support the CCLS by having students participate in collaborative conversations, add drawings or other visual depictions, demonstrate command of the conventions of written/spoken English, with prompting and support identify sentence elements, etc.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Since this is an ECC, our students will not be transitioning to a middle school, but rather, simply continuing in another neighborhood elementary school. At this time we do not have a guidance counselor on staff.

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.

Teachers and support staff will meet with the ESL coordinator to develop strategies to meet the needs of the ELL students. The administration, teachers, teaching assistants and support staff will participate in ongoing Staff Development sessions with issues related to the Common Core Learning Standards and strategies to increase student achievement. Professional development sessions that are scheduled for Monday and Tuesday afternoon, as per the new UFT contract will be utilized to meet this 15%/50% of PD hours to focus on the specific needs of ELLs, co-teaching strategies, and integrating language and content instruction. Meeting agendas and sign-in sheets will be maintained at the school.

### 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 school offers regular opportunities for parents to meet with teachers. Annual individual meetings with parents of ELL's are held to discuss goals of the program, their child's language development progress, language assessment results, and language development needs in all content areas. These annual meetings are held in addition to the parent orientation and regularly scheduled parent-teacher conferences. Translated versions of all materials are made available at every parents request. All materials are automatically translated into parent's native languages if they requested written communication be provided in an alternate language on the HLIS form completed at registration.

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.

Participant sign-in sheets and meeting agendas are kept on file at the school for all individual ELL parent meetings that occur throughout the school year. The ESL Coordinator is responsible for keeping all records, sign-in sheets, agendas, etc. from all meetings. Phone conferences are also available to accommodate those parents who are unable to physically attend a meeting at the school. Various times of day (before school, am, pm, after school, evening) and days of the week are offered to make these meetings as convenient as possible for all parents. Translations services are made available upon request.

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

All aforementioned programs have been designed to foster a very strong Home/School connection. Workshops and services for ELL parents are provided by the ESL Coordinator, parent coordinator, teaching staff, PTA, community organizations, or school administration.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has a partnership with the CBO - Wingspan Arts to provide workshops and services to ELL parents as the need arises. Workshop topics are created on an interest basis between the site supervisor of Wingspan and their parent body. Translators are made available upon request through the CBO.

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

In order to determine the needs, specific topics for workshops and services are determined by a needs assessment conducted by the PTA at the beginning of the school year. This needs assessment occurs in various ways; survey, Q&A sessions, PTA meeting agendas, etc. This is our first year having a parent coordinator on staff. She works closely with the PTA Executive Board to assess and address parents' interests and needs.

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

All workshops and extras are designed based on the issues specified by the parents that they feel should be addressed. Activities are, in turn, designed to address such issues and/or needs. At this time there is no parent coordinator on staff at our school.

### 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.

## **Part VI: LAP Assurances**

**School Name:** The Academy for Excellence thr

**School DBN:** 28Q303

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)
Barbara Leto	Principal		10/30/15
Susan Gallo	Assistant Principal		10/30/15
Jessica Sinoway	Parent Coordinator		10/30/15
Susan Gallo	ENL/Bilingual Teacher		10/30/15
Jessica Sinoway	Parent		10/30/15
Laura Ugbomah/CB	Teacher/Subject Area		10/30/15
Robert De Jesus/CB/ESL	Teacher/Subject Area		10/30/15
n/a	Coach		
n/a	Coach		
n/a	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
n/a	Other _____		
n/a	Other _____		
n/a	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **28Q303** School Name: **The Academy for Excellence through**  
Superintendent: **Mabel Sarduy**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our school's written translation and oral interpretation needs. All parents who come to register their child in our school will fill out a HLIS as part of their registration packet and receive an informal oral interview. This process of filling out the HLIS and participating in a oral interview is applicable to all incoming Kindergarten children, as well as, all children who are being admitted to the NYC Public School System for the first time regardless of age or grade. In the event we find that a translator is needed at this initial interview, either a staff member who speaks the parent's language is brought to the main office or the NYCDOE Translation & Interpretation Unit is contacted. All parent interviews are conducted by Mrs. Gallo, ESL Coordinator.

In addition to the initial oral interview that is conducted at the time of registration, written and oral translation needs are assessed by examining Part III of the HLIS - "In what language would you like to receive written information from the school?". The response that parents make for this part of the form gives us the best indication as to the services that will be put in place for each family throughout the school year. Data is also gather for written and oral translation needs from parent letters, emails, and emergency blue cards. When a parent indicates on any form of communication with the school that a relative or caregiver will be picking up their child and this person has limited English proficiency, written translation and oral interpretation accommodations are put in place for that family.

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.

Written communication: English  
Oral communication: English

## **Part B: Creating a Communications Calendar**

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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.)

To date, specific written translation services have not be requested by parents. However, if written translation services are needed we contact the NYCDOE Translation Unit. For non-academic issues we will utilize our bilingual parent volunteers to translate our school calendar, "Meet the Teacher" handouts, curriculum calendars, behavior contract, Shutterfly parent notice blast, parent teacher conference notices, trip notifications, and PTA announcements as needed.

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.

There are 4 parent-teacher conference dates scheduled into the school year as per the NYCDOE/UFT contract. These dates are September 17, 2015; November 4, 2015; March 2, 2016; and May 12, 2016. In addition to these dates, there is a curriculum night that is offered in early September as well as our ELL parent information session that occurs within the first 2 weeks of the new school year. Several informal interactions occur when a parent is contacted by the classroom teacher or service provider in order to give an interim update with regard to the child's progress and to inform parents of any new developments with their child. These interactions occur by phone, through email, or in person during arrival and/or dismissal. An additional parent meeting for parents of our ELL students will be scheduled in the spring. This meeting is in addition to the 4 regularly scheduled parent meetings as per the NYCDOE ELL Policy 2015-2016.

## **Part C: Providing Language Assistance Services**

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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.

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

2. Describe 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.

Although parents have not formally requested interpretation services from the school, we have several methods of providing interpretation on a need basis. We have created a program within the school which assists us with interpretation needs that may arise unexpectedly. This program is known as School-Family Assistance volunteers. The SFA is made up of staff and parents from different language backgrounds who have volunteered to be called upon in the event that interpretation needs arise. These parents will help with the communication needs between school and family in languages such as Hebrew, Spanish, Chinese, Russian, Italian, etc. Parents are not used for translation when there is an academic or behavioral problem to be discussed. We also have bilingual staff members who assist with translation in Chinese, Russian, Spanish, Hebrew, and Italian when the need arises.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

As per the amended CR- Part 154, 15% of total professional development hours that staff members receive will be specific to the needs of ELL students. This 15% will include educating the staff on the use of translation services and over-the-phone interpretation services. The T&I Brochure will be distributed so that all staff has access to the services provided by the NYCDOE Translation and Interpretation Unit.

#### **Part E: Providing Notice of Language Assistance Services**

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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

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

#### **Part F: Monitoring and Quality Control**

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

The PTA surveys the parent body several times a year to gather feedback on the quality and availability of services. This data is shared with the administration and the School Leadership Team so that adjustments can be made as needed. Additional data is gathered from the parent portion of the Environmental Survey specifically in the areas of school communication and outreach.