



ACADEMIC INTERVENTION SERVICES PLAN
2021-2023

THE ELMSFORD UNION FREE SCHOOL DISTRICT

Board Approved: July 6, 2021

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Special thanks to:

Ms. Donna Brenna

Mr. Craig Carpanzano

Ms. Andrea Cleveland

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Ms. Victoria Nadler

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Introduction

In July 1999, the Board of Regents adopted revisions to Part 100 regulations requiring school districts to provide Academic Intervention Services (AIS) to students who fall below mastery level on New York State Assessments, Academic Intervention Services are intended to supplement instructions provided by the general curriculum and to assist students in meeting the New York State Learning Standards in English, mathematics, social studies and science.

AIS must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities. Accommodations or modifications indicated on a student's IEP or 504 Accommodation Plan must be provided when AIS are delivered. AIS are provided in addition to and must not replace special education services. AIS provisions are not to be recorded on any IEP or 504 because they are considered general education services.

AIS for limited English Language Learners (ELL) must be supplementary and must not replace ESL instructional program requirements. This additional support will be provided by utilizing an array of strategies designed to differentiate instruction and meet the needs of diverse learners.

The Elmsford Public School District is committed to providing students with additional instruction designed to support their academic development. The Elmsford Public Schools' approach to AIS includes the following guiding principles:

- Employ assessment strategies that identify at-risk students
- Utilize assessment strategies that monitor student progress
- Develop record-keeping systems that communicate student progress to parents
- Match instructional strategies to the needs of the students identified
- Work in conjunction with all service providers to address barriers to improve student performance
- Develop staff development initiatives that build the capacity to address the needs of diverse learners

The district takes great pride in affording all students the opportunity to reach their full potential. What follows is an overview of AIS assessments, benchmarks and services provided at both the elementary and secondary levels. Programs are reviewed annually and the AIS plan is updated and approved by the Board of Education on a biennial basis.

Eligibility and Referral for Academic Intervention Services

The Board of Regents adopted emergency regulations that afford essential flexibility for educators, students and professionals to address issues due to the COVID-19 pandemic. From March 2020 until further notice there is flexibility in AIS Identification: Schools are not required to conduct the two-step identification (see below) prescribed for identification of students in grades 3 through 8 to receive AIS for the 2020-21 school year due to the cancelation of State assessments for the 2019-20 school year due to the COVID-19 crisis.

The district identifies students to receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) and/or mathematics state assessment and/or below grade level on the iREADY Assessment shall be considered for AIS. After the district considers a student's scores on multiple measures of student performance, the district will determine whether the student is required to receive AIS.

The district uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured. These assessments ensure an authentic testing experience and provide Elmsford educators with comprehensive information about student performance. The results obtained from these tests are analyzed and students who fall below district established criteria are eligible for AIS. The data is analyzed to see general areas of strength and weakness in our population and then used to guide us in our programming. The student's learning environment is then organized to enable the utmost success for that child. An ongoing system of student identification for AIS is based on the results of the following:

- NYS assessments
- Standardized assessments
- Evaluations/recommendations given by Response to Intervention (RTI) Committee

The New York State assessments in grades 3-8 will have four designated performance levels:

- Level 1: the student has not met the academic standards, has serious academic concerns and needs extra help.
- Level 2: the student has not met the academic standards, has some academic concerns and needs extra help

- Level 3: the student has met the academic standards.
- Level 4: the student exceeds the standards and is moving toward high performance.

All students who score at Levels 1 and 2 will receive academic intervention services. Students scoring below a 65 on a required Regents exam are also considered candidates for academic intervention.

In addition to these New York State assessments, numerous individualized assessments are used to diagnose and remediate our at-risk students. Observations, individual conferencing, and daily work are used to learn more about how to help students reach their potential. Teachers may request that a child be given AIS services based on classroom work and observations.

Response to Intervention Teams

A student may also be referred for AIS through the Response to Intervention (RtI) Committee. RtI is a collaborative process that focuses on assisting classroom teachers in planning and implementation strategies that are designed to produce success for students experiencing some difficulties in the classroom. Response to Intervention helps practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic and/or behavior support needed to succeed in school.

The School Wide Program Overview

The purpose of a Schoolwide Title I Program is to upgrade the entire educational program in a school so that all students benefit and raise the achievement of all students. The school delivers programs and supports that are relevant to all students and individualized support for at risk students.

The Every Student Succeeds Act (ESSA) is an opportunity for state and local education agencies to provide a more well-rounded education for all students. ESSA promotes evidence-based strategies, such as integrated student support (ISS) or wraparound services, that address the needs of students and their communities, helping students overcome barriers to success. When implemented with quality, ISS can contribute to academic progress and can improve outcomes at the school level.

Guidance from the U.S. Department of Education (Department) identifies Title I schoolwide programs as a key tool for school improvement and an important source of funding for strategies that improve the academic achievement of all students in a school.

A Title I school with more than 40% of students living in poverty is eligible to become a Schoolwide Program. A Title I school with less than 40% of students in poverty that receives a waiver from an SEA may also be eligible. Additionally, a school receiving a School Improvement Grant (SIG) funding in a state with a waiver.

There are many benefits of being A Schoolwide Program.

- The school does not need to identify particular students as eligible for participation.
- A Title I schoolwide program might be leveraged for a more comprehensive intervention in schools designated for improvement. For example, in qualifying schools, funds from different sources may be consolidated to better coordinate supports.
- A school operating as a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of the students in the school.
- Schools may use funds to support students facing nonacademic barriers to learning, often associated with poverty and/or trauma. These may include counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- A Title I schoolwide program can be used to improve additional metrics, such as school climate and chronic absenteeism, in addition to academic achievement.
- A School wide Program allows for braiding funds to supplement Title I schoolwide by leveraging other education or non-education sources, such as Temporary Assistance for Needy Families or Medicaid.
- A Schoolwide Program can fund activities that have been shown to be effective at increasing family and community engagement.

The required components of a Schoolwide Program are a comprehensive needs assessment, a comprehensive schoolwide plan, and annual evaluation and revision of the plan.

An Overview of the Instructional Support Team Process

- Students who encounter challenges in the areas of academics, behavior, social skills, and/or emotional development may be referred to the Response to Intervention Committee for additional assistance.
- Once referred, a student's needs are identified through a data collection process.
- A committee meeting is held to develop an action plan.
- The interventions are implemented and progress is monitored.
- The RtI committee reviews the program monitoring to make decisions concerning the efficacy of the interventions being provided and need for further evaluation based on the success of the action plan and the degree of need of the student.

Parent Notification

In accordance with the Commissioner's regulations, the Elmsford Union Free School District provides services to its identified students no later than the beginning of the semester following the demonstrated need. The parent(s) or the guardian will be notified that his/her child will be scheduled for AIS services. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student as well as the frequency and duration of the services. This notification will also include the name of the contact person at the school.

Parents will be kept apprised of their child's progress through progress reports and parent conferences.

Documentation and Progress

Communication between school and home is a very important part of the program. Parents of students receiving AIS shall be provided with opportunities to meet with their child's AIS Specialist during regularly scheduled parent teacher conferences or during a mutually agreed upon time. Progress reports from AIS Specialist will be provided. In addition, AIS specialists will communicate regularly with the child's classroom teachers.

**Carl L. Dixon Primary School Alice E. Grady Elementary School
Alexander Hamilton Middle School**

Tests Used to Determine AIS and Schedule for Administration

<u>Grade</u>	<u>When</u>	<u>Test</u>
Pre-K	Spring	DIAL-R
K	Fall	iReady DIAL-R (new entrants)
	Winter	iReady
	Spring	iReady
1	Fall	iReady
		(Same for 2, 3, 4, 5, 6 Fall, winter, spring)
1	Winter	iReady
1	Spring	iReady
2	Fall	iReady
2	Winter	iReady
2	Spring	iReady
3	Fall	iReady
3	Winter	iReady
3	April/May	NYS Math Test NYS ELA Test
3	Spring	iReady

<u>Grade</u>	<u>When</u>	<u>Test</u>
4	Fall	iReady
4	Winter	iReady
4	April-Jun	NYS Math Test NYS ELA Test NYS Science Test
4	Spring	iReady
5	Fall	iReady
5	Winter	iReady
5	April-May	NYS Math Test NYS ELA Test
5	Spring	iReady
6	Fall	iReady
6	Winter	iReady
6	April-May	NYS Math Test NYS ELA Test
6	Spring	iReady
7	Fall-Winter-Spring April-May April-May	iReady NYS Math NYS ELA
8	June June	Earth Science Regents Algebra Regents

Use of Testing Information – Grades K – 8

1. **Classroom Based Assessments:** This is ongoing in the classrooms throughout the year. Teachers gather assessment data and make recommendations for AIS services for students in need of more support.
2. **A2i Assessments**
 - to assess and monitor each student to guide instruction in decoding, vocabulary, and reading comprehensions
3. **iReady Diagnostic Math :** This is an individualized on-line assessment in math used to:
 - determine grade level for student/focus instruction
 - determine strengths/weakness for each student to guide instruction
 - target AIS/RTI eligible students
3. **iReady Diagnostic Reading :** This is an individualized on-line assessment in reading used to:
 - determine a lexile level for student/focus instruction
 - determine grade equivalent
 - determine strengths/weakness for each student to guide instruction
 - targets AIS/RTI eligible students
4. **NYS English Language Arts Test:** This assessment is administered to grades 3-8 in April/May of each school year. The results are:
 - sent to buildings for review
 - mailed to parents once the results are made public, including a cover letter explaining scores
 - used to generate a list of students who performed below state benchmark levels and who will receive AIS services in English Language Arts
 - shared with the grade level teachers for monitoring and possible targeted classroom work
 - placed in students' cumulative file
 - made available to the RTI committee to aid in identifying AIS students and determining strategies to be used by the AIS Specialists and classroom teachers

5. **NYS Math Test:** The math test is administered to grades 3-7¹ in April/May of each school year. The results are:

- sent to building for review
- mailed to parents once the results are made public, including a cover letter explaining scores
- used to generate a list of students who performed below state benchmark levels and who will receive AIS services in math
- shared with the grade level teachers for monitoring and possible targeted classroom work
- placed in students' cumulative file
- made available to the RTI committee team to aid in identifying AIS students and determining strategies to be used by the classroom teachers

6. **NYS Science Test:** This test is administered to grade 4² in May/June of each school year. The results are:

- sent to buildings for review
- mailed to parents once the results are made public, including a cover letter explaining scores
- used to generate a list of students who performed below state benchmark levels and who will receive AIS services
- shared with grade level teachers for monitoring and possible targeted classroom work
- placed in students' cumulative file
- made available to RTI Committee to aid in identifying AIS students and determining strategies to be used by classroom teachers

Earth Science Regents Grade 8

used to generate a list of students who performed below state benchmark levels and who will receive AIS services

- shared with grade level teachers for monitoring and possible targeted classroom work
- placed in students' cumulative file

¹ Students in Grade 8 will take Regents level Algebra in lieu of Grade 8 Math. Each student will take the Algebra Regents in Grade 8 upon completion of the Algebra 8 course.

² Students in Grade 8 will take Regents level Science in lieu of Grade 8 Science. Each student will take the Earth Science Regents in Grade 8 upon completion of the Science 8 course.

AIS Program Provided at the Carl L. Dixon Primary School

The kindergarten and first grade students that score in the lowest 20% on the iReady ELA assessment receive AIS for reading and writing 3 to 5 days a week in 30 minute sessions. The children are grouped according to the skills and strategies that they need to improve. The children work with an AIS provider in a small group setting.

The hybrid model for AIS can be utilized in place of in-person individual and small group meetings when necessary. AIS teachers and other AIS support staff meet with students using the Google Meet platform two to four times a week in 15 or 20 minute sessions. Students are supported based on the identified areas of need.

AIS Program Provided at the Alice E. Grady Elementary School

Skills Lab and A2i

The hybrid model for AIS can be utilized when in-person individual and small group meetings are not possible. AIS teachers and other AIS support staff meet with students using the Google Meet platform two to four times a week in 15 to 45 minute sessions. Students are supported based on the identified areas of need.

Skills Lab in grades 4 - 6 and A2i in grades 2-3 is a daily, 50 minute period, which allows students to work in small groups to improve math and ELA skills. In addition, this period will also provide enrichment opportunities to students that are already meeting or exceeding the benchmarks.

Skills Lab and A2i will begin each school year in September. Students will be grouped according to New York State test scores, iReady scores, diagnostic assessments, and teacher recommendations. Students will work with classroom, math, special education, and reading teachers in a small group setting. The students will be progress monitored throughout the year. Teachers will meet to discuss students' progress and address student group placement. Group placement may change to better address student needs.

Use of Testing Information – Grades 7-12

1. Local assessments: Administered in all core areas to determine student growth.

2. New York State Regents Examinations:

Students in New York State must pass required Regents examinations with a score of 65 or better. Most Regents examinations are offered every January, June and August.

AIS Programs Provided in Alexander Hamilton High School

The hybrid model for AIS can be utilized when in-person individual and small group meetings are not possible. AIS teachers and other AIS support staff meet with students using the Google Meet platform two to four times a week in 15 or 20 minute sessions. Students are supported based on the identified areas of need.

Math/Language Arts/Science (grade8) Lab: Students receive AIS help in English, mathematics and Science (grade 8) labs offered in a forty-three minute class period weekly in a four day cycle.

Reading AIS Class: This class is offered to students in grades 7-9. Each student's area of need is addressed in a small group setting through the use of various strategies.

Reading Skills Class: This class is offered to special needs students in an effort to increase reading skills in a small structured setting.

Teen Learning Center (TLC): This program is currently offered to students in grades 7-12 on Monday, Tuesday, Thursday and Friday from 7:00-7:45 a.m. and 2:30 -3:15 both in person and remotely. This program offers students a small group setting and individualized instruction in the major subject areas.

SUPPORTING DOCUMENTS

Elmsford Union Free School District
98 S. Goodwin Avenue
Elmsford, NY 10523

April __, 20__

Dear Parents,

We would like to provide the parents of those children in our Title I/A.I.S. programs the opportunity to become directly involved with us in discussing and evaluating the effectiveness of the programs at our school. We would greatly value your input in our continuing efforts to improve our programs and to increase parental participation in the programs. Please fill out the questionnaire attached and have your child return it by _____.

The sharing session for the Annual Review of Effectiveness will be held from _____ on _____ in the conference room. You are invited to share your ideas at the time. Thank you for your cooperation and your input is greatly appreciated.

Sincerely,

Principal

Reading Teacher

Please return this slip, along with the attached survey, by _____.

- I will be able to attend.
- I will not be able to attend.

Whether or not you are able to attend the sharing session, please fill out and return the survey on the next page. Thank you!

Parent Signature: _____

Elmsford Union Free School District
98 S. Goodwin Avenue
Elmsford, NY 10523

, 20__

Estimados Padres/Tutores,

Deseamos ofrecer a los padres de los niños en nuestro programa de Título I/AIS la oportunidad de involucrarse directamente con nosotros en la discusión y evaluación de la eficacia de los programas en nuestra escuela. Sus comentarios serían de gran valor con nuestro continuo esfuerzo para mejorar nuestros programas y para aumentar la participación de los padres en los programas. Favor de completar el cuestionario adjunto y devuélvalo con su hijo/a para el _____.

La sesión de participación para “La Revisión Anual de la Evaluación de Programas” será de _____ el _____ en la sala de conferencias. Usted está invitado a compartir sus ideas durante este tiempo. Gracias por su cooperación y su participación es muy apreciada.

Atentamente,

Director

Maestro(a) de Lectura

Por favor devuelva esta carta junto con la encuesta adjunta, para el _____.

- Voy a ser capaz de asistir.
- NO voy a ser capaz de asistir.

Si o no usted es capaz de asistir a la sesión, favor de llenar y mandar devuelta la encuesta en la página siguiente. ¡Gracias!

Firma de Padre/Tutor: _____

ELMSFORD UNION FREE SCHOOL DISTRICT

AIS MATH/READING SURVEY 2020-21

(Will be sent via Google form)

1. Some of the ways we have communicated or encouraged participation are:

- *An initial letter explaining AIS program
- *Parent Conferences
- *Progress Reports/Report Card
- *AIS Information Programs

After reviewing the communication methods that took place during the course of the year, do you feel that any were more effective than others?

Which were more effective?

How can we improve communication between school and home?

2. What were the most effective AIS support services for your child during remote or hybrid learning this year? What suggestions do you have for more effective AIS support services for your child?

3. Are there any additional programs or activities you feel would be helpful to you as a parent/guardian of an AIS math/reading student?

4. How can the school support your child over the summer?

How can we assist you with encouraging your child to practice reading and math when they are out of school?

5. What other types of programs and activities would you like to see offered to AIS students?

6. What strengths did you see in your child during this school year? What weaknesses did you see?

7. How did your child respond to remote learning?

8. If there is still a remote component to learning next year, what parts of remote learning do you think we should continue to use? What parts can be improved?

9. Do you have any other questions/concerns that you would like to share with the AIS staff?

ELMSFORD UNION FREE SCHOOL DISTRICT

ENCUESTA DE MATEMATICAS/LECTURA

1. Algunas de las formas en que nos hemos comunicado o alentado la participación son: * Una carta inicial que explica el programa AIS * Conferencias de padres * Informes de progreso / Boletas de calificaciones * Programas de información AIS Después de revisar los métodos de comunicación que tuvieron lugar durante el transcurso del año, ¿se siente que algunos eran más efectivos que otros? ¿Cuáles fueron más efectivos? ¿Cómo podemos mejorar la comunicación entre la escuela y el hogar?
2. ¿Cuáles fueron los servicios de apoyo AIS más efectivos para su hijo durante el aprendizaje remoto o híbrido este año? ¿Qué sugerencias tiene para servicios de apoyo AIS más efectivos para su hijo?
3. ¿Hay algún programa o actividad adicional que crea que sería útil para usted como padre / tutor de un estudiante de matemáticas / lectura de AIS?
4. ¿Cómo puede la escuela apoyar a su hijo durante el verano? ¿Cómo podemos ayudarlo a animar a su hijo a que practique la lectura y las matemáticas cuando están fuera de la escuela?
5. ¿Qué otros tipos de programas y actividades le gustaría que se ofrecieran a los estudiantes de AIS?
6. ¿Qué fortalezas vio en su hijo durante este año escolar? ¿Qué debilidades viste?
7. ¿Cómo respondió su hijo al aprendizaje remoto?
8. Si todavía hay un componente remoto para el aprendizaje el próximo año, ¿qué partes del aprendizaje remoto crees que deberíamos seguir usando? ¿Qué partes se pueden mejorar?
9. ¿Tiene alguna otra pregunta o inquietud que le gustaría compartir con el personal de AIS?

November 1, 20__

Dear Parent/Guardian:

Your child is scheduled for Academic Intervention Services this year based upon their proficiency on the New York State Assessments taken in the previous school year and/or their scores on the iReady benchmark taken this fall.

You are invited to an informational meeting describing the Academic Intervention Services available to your child at Dixson Primary and Alice E. Grady Schools. Please join us at one of the following information sessions:

OR

At this time you will have the opportunity to meet with our AIS specialists and gain an overview of the Academic Intervention services available at Dixson and Grady.

If you are unable to attend either of these sessions the Title 1 Parent Involvement Policy can be found on our school website, this document provides an in depth explanation of the Elmsford School District's Academic Intervention Policy.

Sincerely,

Victoria Nadler
Barrie Hittner
Craig Carpanzano
Laura Wygant

1 de noviembre de 20____

Estimado Padres/Tutores:

Su hijo es elegible para recibir servicios de intervención académica (AIS) este año según sus resultados en las evaluaciones Estatales de Nueva York tomadas el año escolar anterior y/o según sus puntuaciones en el índice de referencia iReady adoptado este otoño.

Usted está invitado a una reunión informativa que describe los servicios de intervención académica disponibles para su hijo/a en la escuela primaria de Dixson y la escuela elemental de Grady. Por favor, únase con nosotros en una de las siguientes sesiones informativas:

O

Durante la reunión usted tendrá la oportunidad de conocer nuestros especialistas de AIS y obtener información sobre los servicios de intervención académica disponible para estudiantes de Dixson y Grady.

Si usted no puede asistir a una de estas reuniones, la Póliza del Título 1: Participación de los Padres se puede encontrar en nuestra página de web. Este documento ofrece una explicación detallando La Póliza de Intervención Académica del Distrito Escolar de Elmsford.

Atentamente,

Victoria Nadler
Barrie Hittner
Craig Carpanzano
Laura Wygant

December ____ 20____

Dear Parent/Guardian,

Your child will be receiving academic intervention services based upon her/his performance on the iReady Benchmark test, A2i assessments and teacher recommendation.

Your child will be receiving support in one or both of these areas:

Math

ELA

In order to assist in the improvement of academic skills, we are placing your child in one or more of the following programs to address the area(s) of need.

During the school day:

ELA small group support (grades k – 1). The Dixson reading specialist will work with small groups of students for thirty minutes two to five times a week.

ELA daily classroom support during the literacy block period allows students to work in small groups on ELA skills that they need to improve to meet the iReady and A2i benchmarks. These groups are taught by math and reading specialists, special education teachers, classroom teachers, and teaching assistants.

ELA and math differentiated support from math and reading specialists, special education teachers, classroom teachers, and teaching assistants- These educators will provide support in different ways that include, but are not limited to, small group instruction and co-taught lessons throughout the day.

In addition, students may be invited to attend before and after school math and ELA programs.

If you have any questions pertaining to your child's Academic Intervention Services, please contact Craig Carpanzano for Reading (K-1) at ccarpanzano@eufsd.org or Andrea Cleveland for Math (K-1) at acleveland@eufsd.org.

Sincerely,

Jeffrey Olender, Principal

Diciembre ____ 20 ____

Estimado padre / tutor:

Su hijo recibirá servicios de intervención académica según su desempeño en la prueba iReady Benchmark, las evaluaciones A2i y la recomendación del maestro.

Su hijo recibirá apoyo en una o ambas áreas:

Matemáticas

ELA

Para ayudar en la mejora de las habilidades académicas, colocaremos a su hijo en uno o más de los siguientes programas para abordar las áreas de necesidad.

Durante el día escolar:

Apoyo en grupos pequeños de ELA (grados k - 1). El especialista en lectura de Dixon trabajará con grupos pequeños de estudiantes durante treinta minutos de dos a cinco veces por semana.

El apoyo diario de ELA en el aula durante el período del bloque de alfabetización permite a los estudiantes trabajar en grupos pequeños en las habilidades de ELA que necesitan mejorar para cumplir con los puntos de referencia de iReady y A2i. Estos grupos son enseñados por especialistas en matemáticas y lectura, maestros de educación especial, maestros de aula y asistentes de enseñanza.

Apoyo diferenciado de ELA y matemáticas con especialistas en matemáticas y lectura, maestros de educación especial, maestros de aula y asistentes de enseñanza: estos educadores brindarán apoyo de diferentes maneras que incluyen, entre otras, instrucción en grupos pequeños y lecciones co-enseñadas a lo largo del día. .

Además, se puede invitar a los estudiantes a asistir a programas de matemáticas y ELA antes y después de la escuela.

Si tiene alguna pregunta relacionada con los servicios de intervención académica de su hijo, comuníquese con Craig Carpanzano para lectura (K-1) en ccarpanzano@eufsd.org o Andrea Cleveland para matemáticas (K-1) en acleveland@eufsd.org.

Atentamente,

Jeffrey Olender, Director

ELMSFORD UNION FREE SCHOOL DISTRICT

Jeffrey J. Olender, Principal
Carl L. Dixson Primary School

jolender@eufsd.org

A.I.S. Progress Report Trimester ____

Child's Name _____

Dear Parent or Guardian,

Your child is being provided with an additional instructional support service in ELA/phonics and math on a regularly scheduled basis during the school day. This additional instruction is being provided by classroom teachers, special education teachers, teaching assistants and ELA/math specialists. These services supplement the instruction that is provided in the general curriculum. Academic Intervention Services (AIS) are intended to assist students who are at risk for not achieving the State Standards in ELA and Math.

Your child's progress during this trimester is as follows:

Teacher: ELA/Phonics	Teacher: Mathematics
____ is making excellent progress	____ is making excellent progress
____ is making steady progress	____ is making steady progress
____ is making some progress	____ is making some progress

Comments:

ELA/Phonics:	Math:

Please contact the AIS staff below with any questions at (914) 592-2092 or at the emails listed.

Craig Carpanzano - AIS
ccarpanzano@eufsd.org

Andrea Cleveland - AIS
acleveland@eufsd.org

ELMSFORD UNION FREE SCHOOL DISTRICT

Jeffrey J. Olender, Director
Escuela Primaria Carl L. Dixon

jolender@eufsd.org

Informe de progreso de AIS Trimestre ____

Nombre del niño _____

Estimado padre o Guardianes,

Su hijo recibe un servicio de apoyo educativo adicional en ELA / fonética y matemáticas de forma regular durante el día escolar. Esta instrucción adicional es proporcionada por maestros de salón, maestros de educación especial, asistentes de enseñanza y especialistas en ELA / matemáticas. Estos servicios complementan la instrucción que se proporciona en el plan de estudios general. Los Servicios de Intervención Académica (AIS) están destinados a ayudar a los estudiantes que están en riesgo de no alcanzar los Estándares del Estado en ELA y Matemáticas.

El progreso de su hijo durante este trimestre es el siguiente:

ELA / Fonética	Matemáticas
Maestro de:	Maestro de:
_____ está excelentemente progresando	_____ está haciendo un excelente progreso
_____ está progresando constantemente	_____ está progresando constantemente
_____ está progresando un poco	_____ está progresando un poco

Comentarios:

ELA / Fonética:	Matemáticas:

Por favor comuníquese con el personal de AIS a continuación si tiene alguna pregunta al (914) 592-2092 o por correo electrónico.

Craig Carpanzano - AIS
ccarpanzano@eufsd.org

Andrea Cleveland - AIS
acleveland@eufsd.org

ELMSFORD UNION FREE SCHOOL DISTRICT

Dr. Andrea C. Hamilton, Principal
Alice E. Grady Elementary School

ahamilton@eufsd.org

Dear Parent/Guardian,

Your child will be receiving **Academic Intervention Services** based upon her/his performance on the 2020 iReady Benchmark test, the A2i reading assessment, and/or teacher recommendation. The educational information obtained from these sources indicates that your child did not demonstrate the level of proficiency required for his/her grade level.

New York State has allowed all Title One Schools to be Schoolwide Programs. A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program at a Title I School in order to improve the achievement of all students.

In order to assist in the improvement of academic skills, we are placing your child in one or more of the following programs to address the area(s) of need:

Access to one or more of the following online programs:

- Lexia Core 5 or Power Up Reading Program
- iREADY Math
- iREADY ELA

Skills Lab Grades 4 – 6: Skills Lab is a daily fifty minute period that allows students to work in small groups on the math and ELA skills that they need to meet the grade level benchmarks. These groups are taught by reading specialists, special education teachers, classroom teachers, and teaching assistants. The Skills Lab provider may change over the course of the year based on your child's academic needs.

ELA Differentiated Learning Block Grades 2 and 3: Two reading specialists, a Title I/AIS teaching assistant, and an ENL teacher will be working with the second grade teachers to support the second grade students during the daily 50 minute block. The children will be working in small groups on the specific ELA skills that they need to become more proficient readers and writers.

In addition to Skills Lab and the 2nd and 3rd grade Differentiated Learning Block, students may receive ELA and/or math support from the math and reading specialists, special education teachers, classroom teachers, and teaching assistants. Students may receive the additional instruction for up to 50 minutes, two to four days a week.

If you have any questions pertaining to your child's Academic Intervention Services, please contact Victoria Nadler for grades 3 and 6 at vnadler@eufsd.org, Barrie Hittner for math 2 – 6 at bhittner@eufsd.org or Laura Wygant for ELA grades 2, 4, and 5 at lwygant@eufsd.org or call the Grady Main Office at 592-8962.

Sincerely,
Dr. Andrea C. Hamilton
Principal

ELMSFORD UNION FREE SCHOOL DISTRICT

Dr. Andrea C. Hamilton, Principal
Alice E. Grady Elementary School

ahamilton@eufsd.org

Estimado Padre/Tutor,

Su hijo recibirá **Servicios de Intervención Académica** según su desempeño en la prueba de referencia iReady 2020, la evaluación de lectura A2i y/o la recomendación del maestro. La información educativa obtenida de estas fuentes indica que su hijo no demostró el nivel de competencia requerido para su nivel de grado.

El estado de Nueva York ha permitido que todas las escuelas de Título uno sean programas de toda la escuela. Un programa de toda la escuela es una estrategia de reforma integral diseñada para actualizar todo el programa educativo en una escuela de Título I con el fin de mejorar el rendimiento de todos los estudiantes.

Con el fin de ayudar en la mejora de las habilidades académicas, colocamos a su hijo en uno o más de los siguientes programas para abordar las áreas de necesidad:

Acceso a uno o más de los siguientes programas en línea:

- Lexia Core 5 o programa de lectura Power Up
- iREADY Matemáticas
- iREADY ELA

Laboratorio de Habilidades Grados 4 - 6: El Laboratorio de Habilidades es un período diario de cincuenta minutos que permite a los estudiantes trabajar en grupos pequeños en las habilidades de matemáticas y ELA que necesitan para cumplir con los puntos de referencia del nivel de grado. Estos grupos son impartidos por especialistas en lectura, maestros de educación especial, maestros de aula y asistentes de enseñanza. El proveedor de Skills Lab puede cambiar durante el transcurso del año según las necesidades académicas de su hijo.

Bloque de aprendizaje diferenciado de ELA Grados 2 y 3: Dos especialistas en lectura, un asistente de enseñanza de Title I / AIS y un maestro de ENL trabajarán con los maestros de segundo grado para apoyar a los estudiantes de segundo grado durante el bloque diario de 50 minutos. Los niños trabajarán en grupos pequeños en las habilidades específicas de ELA que necesitan para convertirse en lectores y escritores más competentes.

Además del Laboratorio de Habilidades y el Bloque de Aprendizaje Diferenciado de 2do y 3er grado, los estudiantes pueden recibir apoyo en ELA y / o matemáticas de los especialistas en matemáticas y lectura, maestros de educación especial, maestros de aula y asistentes de

enseñanza. Los estudiantes pueden recibir instrucción adicional por hasta 50 minutos, de dos a cuatro días a la semana.

Si tiene alguna pregunta relacionada con los Servicios de intervención académica de su hijo, comuníquese con Victoria Nadler para los grados 3 y 6 en vnadler@eufsd.org, Barrie Hittner para matemáticas 2 - 6 en bhittner@eufsd.org o Laura Wygant para los grados 2 de ELA, 4 y 5 en lwygant@eufsd.org o llame la oficina de Grady al 592-8962.

Sinceramente,

Dra. Andrea C. Hamilton
Directora de escuela

ELMSFORD UNION FREE SCHOOL DISTRICT

Dr. Andrea C. Hamilton, Principal
Alice E. Grady Elementary School

ahamilton@eufsd.org

A.I.S. Progress Report

Child's Name _____

Dear Parent or Guardian,

Your child is being provided with an additional instructional support service in reading, writing, and math on a regularly scheduled basis during the school day. This additional instruction is being provided by classroom teachers, special education teachers, and ELA and math specialists. These services supplement the instruction that is provided in the general curriculum. Academic Intervention Services (AIS) are intended to assist students who are at risk for not achieving the State Standards in ELA and Math.

Your child's progress during this marking period are as follows:

Reading Teacher:	Writing Teacher:	Mathematics Teacher:
-----------------------------------	-----------------------------------	---------------------------------------

_____ is making excellent progress	_____ is making excellent progress	_____ is making excellent progress
_____ is making steady progress	_____ is making steady progress	_____ is making steady progress
_____ is making progress	_____ is making progress	_____ is making progress

Comments:

Reading/Writing	Math

Please contact the AIS staff below with any questions at 914 592 -8962 or at the emails listed.

Laura Wygant - ELA Grades 2, 4, and 5	Barrie Hittner - Math	Victoria Nadler - ELA Grades 3 and 6
lwygant@eufsd.org	bhittner@eufsd.org	vnadler@eufsd.org

ELMSFORD UNION FREE SCHOOL DISTRICT

Dr. Andrea C. Hamilton, Principal
Alice E. Grady Elementary School

ahamilton@eufsd.org

A.I.S. Informe de progreso

Nombre del niño/a _____`

Estimado padre o Guardianes,

Su hijo recibe un servicio de apoyo educativo adicional en lectura, escritura y matemáticas de forma regular durante el día escolar. Esta instrucción adicional está a cargo de maestros de salón, maestros de educación especial y especialistas en ELA y matemáticas. Estos servicios complementan la instrucción que se proporciona en el plan de estudios general. Los Servicios de

Intervención Académica (AIS) están destinados a ayudar a los estudiantes que están en riesgo de no alcanzar los Estándares del Estado en ELA y Matemáticas.

El progreso de su hijo durante este período de calificaciones es el siguiente:

Lectura Profesora:	Escritura Profesora:	Matemáticas Profesora:
_____ está haciendo un progreso excelente _____ está haciendo un progreso es estable _____ está haciendo progreso	_____ está haciendo un progreso excelente _____ está haciendo un progreso es estable _____ está haciendo progreso	_____ está haciendo un progreso excelente _____ está haciendo un progreso es estable _____ está haciendo progreso

Comentarios:

Lectura/Escritura	Matemáticas

Si tiene alguna pregunta, comuníquese con el personal de AIS por correo electrónico o al 914 592-8962.

Laura Wygant - ELA Grados 2, 4, y 5 lwygant@eufsd.org vnadler@eufsd.org
 Grados 3 y lwygant@eufsd.org bhittner@eufsd.org

Elmsford Union Free School District
Title I Parent/Teacher/Student Compact

The Elmsford Union Free School District believes that all students can learn and achieve. To accomplish this, parents, teachers, and students need to work together. We ask that you promise to do this by reading and signing the part of the agreement that applies to you and return to your child's teacher no later than October _____:

Parent/Guardian Responsibilities

- Encourage positive attitudes about school and learning
- See that my child gets enough rest and attends school regularly
- Provide a place for my child to work that is free of distractions
- Oversee the completion of student homework
- Read and discuss books daily with my son/daughter
- Use the public library regularly
- Monitor use of video games/television
- Communicate with my child's teacher
- Attend at least one parent/teacher conference

Parent/Guardian Signature _____ **Date:** _____

Teacher Responsibilities

- Provide an environment that is conducive to learning
- Teach according to Elmsford Union Free School District and Statewide Curriculum Standards
- Employ a variety of teaching strategies that work best for students
- Provide necessary assistance to parents so they can help their child at home
- Keep parents informed of their child's progress on a regular basis
- Maintain open lines of communication with students and parents
- Demonstrate professional behavior and a positive attitude
- Participate in meaningful professional development in literacy practices

Classroom Teacher Signature _____ **Date:** _____

AIS Teacher Signature _____ **Date:** _____

Student Responsibilities

- Believe that I can and will learn
- Get enough rest and attend school regularly
- Accept responsibility for completing assigned work in a thorough and legible way
- Follow school and classroom rules
- Participate in classroom activities
- Show respect for myself, other people, my school, and the community

Student Signature _____ **Date:** _____

Elmsford Union Free School District

Título I Compacto entre Padre/Maestro/Estudiante

El Distrito Escolar de Elmsford cree que todos los estudiantes pueden aprender y lograr sus goles. Para ser exitoso, los padres maestros y estudiantes tienen que trabajar juntos. Le pedimos que usted se comprometa a hacer esto después de leer y firmar la parte del acuerdo que se aplica a usted y volver al maestro(a) de su hijo/a no más tarde de el _____ de octubre:

Responsabilidades del Padre/Tutor

- Animar actitudes positivas hacia la escuela y el aprendizaje
- Asegurar que mi hijo descansa suficiente y asista regularmente a la escuela
- Proporcionar un lugar para mi hijo/a trabajar que esté libre de distracciones
- Supervisar la realización de la tarea de mi hijo/a
- Leer y hablar sobre libros todos los días con mi hijo / hija
- Utilizar la biblioteca pública los mas posible
- Vigilar el uso de los videojuegos y/o la televisión
- Comunicarme con el maestro de mi hijo/a regularmente
- Asistir la conferencia entre padre / maestro por lo menos una vez durante el año

Firma de Padre/Tutor _____ **Fecha:** _____

Responsabilidad de Maestro(a)

- Proporcionar un ambiente que es contributivo al aprendizaje
- Enseñar según los estándares y currículo Estatales y del Distrito de Elmsford
- Emplear una variedad de estrategias de enseñanza que funcionan mejor para los estudiantes
- Proporcionar asistencia necesaria a los padres para que puedan ayudar a sus hijos en su casa
- Mantener informados a los padres sobre el progreso de su hijo/a regularmente
- Mantener abiertas las líneas de comunicación con los estudiantes y los padres
- Demostrar un comportamiento profesional y una actitud positiva
- Participar en el desarrollo profesional sobre las prácticas de la alfabetización

Firma de Maestro(a) _____ **Fecha:** _____

Firma de Maestro(a) de AIS _____ **Fecha:** _____

Responsabilidad del Estudiante

- Creer que soy capaz de aprender y aprenderá
- Descansar suficiente en la casa y asistir regularmente a la escuela
- Aceptar la responsabilidad de completar el trabajo asignado de manera completa y legible
- Obedecer las reglas de la clase y de la escuela
- Participar en las actividades de la clase
- Demostrar respeto por mí mismo, otras personas, mi escuela y la comunidad

Firma del Estudiante _____ **Fecha:** _____

September 20____

Dear Parent/Guardian of [Name of Student]:

Your child took the New York State Examination in:

Name of Examination(s)	Date Taken	Score (out of 100)

The score indicates that your child has not demonstrated the level of proficiency on the New York State Assessments. Therefore, your child is entitled to academic intervention services.

In order to assist in the improvement of academic skills, we are placing your child in one or more of the following programs to address the area of need:

- Support lab in English or mathematics
- Intensive reading class
- Referral to the Teen Learning Center (TLC)

The support lab in either English or mathematics provides additional support twice weekly for 43 minutes in a four day rotation. Reading class meets twice weekly in a four day cycle for 43 minutes for the entire school year to address specific areas of weakness.

The Teen Learning Center (TLC) is available three days each week: Tuesday, Wednesday from 7:00 – 7:45 AM and 2:30 – 3:15PM and Friday from 7:00am to 7:45AM in the AHHS library.

Teachers are available for small group academic support in English and mathematics. Parents, teachers, and administrators may also refer students to the TLC program and students are encouraged to walk in on their own to receive additional academic support.

Your child will be receiving Academic Intervention Services from a reading or math specialist, a classroom teacher, a special education teacher or an assistant. The provider may change during the course of the year based on your child’s academic needs.

If you have any question pertaining to your child’s Academic Intervention Services, please contact our Reading Specialist, Mrs. Brenna @ dbrenna@elmsd.org or call our Counseling Office at (914) 592-8532.

Sincerely,

Joseph Engelhardt, Principal

septiembre del _____

Querido padre o tutor de _____:

Su hijo/a tomó el examen del estado de Nueva York en:

Nombre del Exámen	Fecha en que fue tomado	Calificación (de 0 a 100)

La calificación indica que su niño no ha demostrado el nivel de habilidad requerido en los exámenes del estado de Nueva York. Por lo tanto, su niño/a tiene derecho a recibir servicios de intervención académica.

Para asistirlos en el mejoramiento de las habilidades académicas, estamos colocando a su hijo/a en un o más de uno de los siguientes programas:

- Clase de apoyo en inglés o matemáticas
- Clase de lectura intensiva
- Referido al Centro de Aprendizaje para Adolescentes (TLC- Teen Learning Center)

El apoyo en inglés o matemáticas, al igual que la clase de lectura intensiva, provee ayuda adicional cada otro día. Estas clases son de 43 minutos cada una.

Nuestro Centro de Aprendizaje para Adolescentes se ofrece tres días por semana en la biblioteca de Alexander Hamilton High School. Martes y miércoles es de 7:00 - 7:45 am y de 2:30 - 3:15 pm. Los viernes es de 7:00 am - 7:45 am. Hay maestros disponibles en las áreas de inglés y matemáticas. Padres, maestros, y administradores pueden referir estudiantes al programa pero también alentamos a los estudiantes a recurrir al TLC para recibir apoyo académico adicional.

Su hijo/a recibirá servicios de intervención académica de un especialista en lectura o matemáticas, un maestro, un maestro de educación especial o de un asistente. El proveedor puede cambiar durante el transcurso del año de acuerdo a las necesidades académicas de su hijo.

Si tienes alguna pregunta sobre los servicios de intervención académica de su hijo/a, por favor contactar a nuestra especialista en lectura, Mrs. Brenna al dbrenna@elmsd.org o llame a nuestra Oficina de Asesoramiento al (914) 592-8532.

Atentamente,

Joseph Engelhardt, Principal

ELMSFORD UNION FREE SCHOOL DISTRICT

Title I Parent Involvement Policy

The Elmsford School District shall abide by and support all rules and regulations pertaining to Title I: Improving the Academic Achievement of the Disadvantaged, No Child Left Behind Act of 2001, Public Law 1007-110, and the Parent Involvement Policy of The Elmsford Board of Education as follows:

This Parent Involvement Policy is available to all parents through the District website, is kept in the Office of Instruction and Pupil Personnel service and available to all upon request. The policy is also available in Spanish.

The Elmsford School District will conduct Orientation/Parent Get Acquainted Night/Title meetings which will be held annually for all parents. Parents are invited and encouraged to attend. The purpose of the meeting will be to:

- Inform parents about the guidelines, purposes, goals, and expectations of the Title I program
- Inform parents of their important role in their child's success
- Inform parents of school, grade level and individual teacher policies and procedures

Meetings, including parent-teacher conference, are scheduled at various times of the day, such as morning, afternoon, and evening sessions. Our faculty will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement. Translators will be provided when needed.

The Elmsford School District will survey its parent population, at least annually, to evaluate the effectiveness of our parent involvement program. As part of this evaluation, the Parent Involvement Committee (Action Team), consisting of parents community members, school administration, and staff shall meet to review and/or revise the Parent Involvement Plan (change to policy) and the Parent Compact. A printed agenda shall be presented and each committee member shall acknowledge his/her presence by signing an attendance log. All suggestions for improvement and barriers to parent involvement shall be noted.

Our schools shall communicate regularly with parents through a variety of methods, including but not limited to: parent meetings, parent-teacher conferences, parent workshops, parent coffee hour, newsletters, information sent home via students, and recommended websites that provide ideas for working with children at home. Translations will be provided to the extent needed. Communication includes letters sent home with students, letters mailed home to parents, on school website, flyers are sent

home. Communication may also include announcements made to students and information in the school handbook. The school curriculum will be shared with parents.

Assessments used to measure student's progress and the proficiency levels the students are expected to meet will be explained to parents during orientation, Open House and reviewed during Parent-Teacher Conferences. Information that will be shared will include the following:

- How teachers use classroom performance, portfolios, standardized and teacher constructed tests. Language checklists, self-assessment, student/parent questionnaires, and professional judgment in determining student progress toward meeting both local and state student performance standards.
- The process for identifying students who may be at risk for reading failure or who are having difficulty with Math by using screening, diagnostic, and classroom based instructional assessments. Lack of proficiency on ELA and Math assessments are used to identify at-risk students in grades K-8. These assessments will identify students' specific areas of strengths and weaknesses in decoding, fluency, vocabulary, comprehension, and math computation and problem-solving.
- Explanations of New York State ELA and Math for Grades 3-8 Exams will be explained to those who will be taking the tests. Parents are made aware that these tests assess a student's knowledge of all material presented to them in school, according to the Common Core Learning Standards. Further, they will be notified that the NYS test scores in Mathematics and English/Language Arts are used in the Adequate Yearly Progress (AYP) determination for the school.

The parent meetings that are held throughout the year will provide parents the opportunity to provide suggestions and to participate in discussions relating to the education of their children.

The school will handle responses to parent questions, concerns, and suggestions in a timely manner through telephone calls, emails, and conferences. Translators will be provided as needed.

All data, comments, and/or suggestions, including unsatisfactory comments, regarding the Title I schools plan and parent involvement policy shall be collected and sent to Assistant Superintendent for Instruction & Pupil Personnel Services and will be considered in the revision of the Policy/Action Plan for our school. In addition, an end-of-the-year parent survey will be conducted to determine needed improvements, and the results of all unsatisfactory comments will be attached to the school plan and submitted to the Assistant Superintendent for Instruction & Pupil Personnel Services. The school will provide timely responses to suggestions.

The parent-teacher compact will be jointly developed with parents for all children. The compact is used to guide discussions about academic goals between the teachers,

students, and parents and how they, along with the entire schools staff will share the responsibility for improving student academic achievement. The compact is the means by which the schools and parents will build and develop a partnership to help children achieve the state's high standards. Translations in other languages will be available as needed.

The school will provide assistance in understanding the New York State student performance standards on state and local assessments. The assessments are used to measure student progress and proficiency levels the students are expected to meet. In addition, the teachers will use the New York Common Core Learning Standards in all classrooms to accelerate student achievement. These standards will be implemented school wide to ensure student success. Our school is committed to reach high standards for student achievement and to give every child a quality education. Our school staff will strive to improve student achievement through identifying needs, setting short term attainable goals, and providing immediate feedback with appropriate interventions or extensions to achieve the standards. Student progress will be monitored and shared with parent partners through parent conferences, regular progress reports, and phone calls.

Through parent meetings/workshops, the school will provide information to parents to further their understanding of local and state academic content standards and student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions/concerns will be provided at these parent meetings/workshops and on an individual basis through their child's teacher and school administrators. Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the schools, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.

Parents receive a copy of their child's assessment results whenever a state or district level assessment is given. Every effort is made to provide parents with conference time in which to share the results and answer questions. Students may also be included in these conversations.

Open communication between our staff and parents related to school and parent programs, meetings, and other activities will be addressed through parent-teacher conferences, student handbooks, newsletters, notices, Title I literature, progress reports, phone calls, school website, and email. This communication will be provided in a language that parents can understand, to the extent practicable. Our school shall ensure that information related to school reports, parent programs, meetings, and other activities is sent home to encourage the participation of all parents including parents.

ELMSFORD UNION FREE SCHOOL DISTRICT

Título I- El Protocolo para la Participación de los Padres

La escuela secundaria de Alexander Hamilton Jr. / Sr. cumplirá y apoyará todas las normas y reglamentos relativos al Título I: Mejorando el Rendimiento Académico de los Estudiantes en Desventaja, **El Acta Que Ningún Niño Quede Rezagado de 2001, Ley Pública 1007-110, y el Protocolo para la Participación de los Padres de La Junta Educativa de Elmsford sigue:**

El Protocolo para la Participación de los Padres está disponible para todos los padres a través de la página web del Distrito, se mantiene en la Oficina de Instrucción y Servicio Personal del Alumno y disponible para todos bajo petición. El protocolo también está disponible en español.

La escuela secundaria de Alexander Hamilton Jr. / Sr. llevará a cabo anualmente una noche de orientación/Noche de Informe para los Padres/ Reuniones con los Personal de la Escuela para todos los padres. Los padres están invitados y animados a asistir. El propósito de la reunión serán los siguientes:

- Informar a los padres acerca de las normas, propósitos, metas y expectativas del programa de Título I
- Informar a los padres la importancia del éxito de su hijo
- Informar a los padres de la escuela, grado y nivel de las pautas individuales de los maestros y los procedimientos

Reuniones, incluidas las conferencias entre padres y maestros, se han programado durante diferentes horarios del día, tales como sesiones de mañana, tarde y noche. Nuestra facultad fomentará un ambiente agradable para los padres y proporcionaran estrategias para apoyar su hijo/a con sus estudios en su casa. Los traductores se proporcionarán cuando sea necesario.

La escuela secundaria de Alexander Hamilton Jr. / Sr. encuestará los padres, por lo menos una vez al año, para evaluar la eficacia de nuestro programa de participación parental. Como parte de esta evaluación, el Comité de la Participación de Padres (Grupo de Acción), formado por miembros de la comunidad, los padres de la escuela, la administración y el personal, se reunirá para revisar y/o hacer cambios al Plan de Participación de los Padres (cambio a la pauta) y/o el Compacto de Padres. Un programa impreso será presentado y cada miembro del comité tiene que confirmar asistencia con su firma en un registro. Todas las sugerencias y barreras mencionadas sobre la participación de los padres serán anotadas.

Nuestra escuela comunicara regularmente con los padres a través de una variedad de métodos, incluyendo pero no limitados a: las reuniones de padres, conferencias entre padres y maestros, talleres para padres, la hora del café para padres, boletines de noticias, información enviada a casa a través de los estudiantes, y los sitios de web recomendados que proveen ideas para trabajar con los niños en su hogar. Traducciones se proporcionará cuando necesario. La comunicación incluye cartas enviadas a la casa con los estudiantes, cartas enviadas a los padres por correo, en la página de web escolar, volantes enviados a la casa. La comunicación también puede incluir los anuncios realizados a los estudiantes e información en el manual de la escuela. El plan de estudios será compartido con los padres.

Las evaluaciones para medir el progreso del estudiante y los niveles de competencia que los estudiantes deben de alcanzar, serán explicados a los padres durante la orientación, Noche de Padres y revisado durante las conferencias entre padres y maestros. La información que será compartida incluye lo siguiente:

- Cómo los profesores utilizan los resultados de una variedad de evaluaciones en su clase incluyendo la participación de los estudiantes, las pruebas estandarizadas igual a las pruebas auténticas construidas por los maestros. Listas de verificación de idiomas, cuestionarios de autoevaluación, cuestionarios para alumnos y padres, y la opinión profesional de los maestros serán compilado para determinar el progreso del estudiante en su trabajo hacia logrando los estándares locales y estatales.
- El proceso para identificar a los estudiantes que pueden estar en riesgo de fracaso en la lectura o tienen dificultad con las matemáticas será determinado utilizando evaluaciones diagnósticos y los exámenes educativos. El nivel limitado de competencia en la prueba estatal de ELA y/o Matemáticas se utilizan para identificar a estudiantes en riesgo en los grados 7-8. Estas evaluaciones identifican las áreas específicas de los estudiantes: sus aptitudes y debilidades en la decodificación, leyendo con fluidez, vocabulario, comprensión, y matemáticas: la computación con fluidez y resolución de problemas.
- Explicaciones sobre los Exámenes Estatales de Nueva York en Lectura (ELA) y Matemáticas para los estudiantes de grados 7-8 serán revisado antemano con los estudiantes que tomaran los exámenes. Los padres son conscientes que estos exámenes evalúan los conocimientos de los estudiantes de todo el material que se le presenta en la escuela, de acuerdo con los Estándares de Aprendizaje. Además, serán notificado que los resultados de las pruebas del estado de NY en Matemáticas y Lectura

(ELA) se utilizan en la determinación de la escuela en logrando el Progreso Anual Adecuado (AYP).

Las reuniones de padres que toman lugar durante el año proporcionarán a los padres la oportunidad de dar sugerencias y participar en los debates relativos a la educación de sus hijos.

La escuela se encargará de las respuestas a preguntas de los padres, preocupaciones y sugerencias de manera oportuna a través de llamadas telefónicas, correos electrónicos y conferencias. Un traductor estará disponible como sea necesario.

Todos los datos, comentarios, y/o sugerencias, incluyendo los comentarios insatisfactorios, con respecto al plan escolar Título I y la política de participación de los padres, serán reunidos y enviados al Asistente del Superintendente de Instrucción y Servicios de Personal del Alumno y serán considerados en la revisión de la política/plan de acción para nuestra escuela. Además, la encuesta del fin del año escolar para los padres se llevará a cabo para determinar los cambios más necesarios para mejorar cualquier problema o interés, y los resultados de todos los comentarios insatisfactorios se adjuntará al plan de la escuela y presentado al Asistente del Superintendente de Instrucción y Servicios de Personal del Alumno. La escuela proporcionará las respuestas y sugerencias de una manera oportuna.

El compacto de padres y maestros será desarrollado conjuntamente con padres para representar todos los niños. Esto será utilizada para guiar las discusiones sobre las metas académicas entre los profesores, estudiantes y padres de familia y la forma en que, todo el personal de las escuelas conjunto compartirán la responsabilidad para mejorar el éxito académico del estudiante. El compacto es el medio por cual las escuelas y los padres construirán y desarrollarán una asociación para ayudar a los niños alcanzar los altos estándares del estado. Las traducciones en otros idiomas estarán disponibles cuando sea necesario. Serán distribuidas durante la Orientación de Padres / Noche de Padres.

La escuela proporcionará el apoyo con la comprensión sobre las evaluaciones estatales y locales del Estado de Nueva York. Las evaluaciones se utilizan para ayudar a los estudiantes a alcanzar su máximo potencial según las normas. Además, los maestros utilizaran los Estándares Estatales Esenciales Comunes de Nueva York en todas las aulas para acelerar el rendimiento de los estudiantes. Estas normas se aplicarán en toda la escuela para asegurar el éxito de los estudiantes. Nuestra escuela se ha comprometido a alcanzar los altos estándares de rendimiento de los estudiantes y dar a cada estudiante una educación de alta calidad. Nuestro personal se esforzará para apoyar el potencial del estudiante a través de la identificación de sus necesidades académicas, el establecimiento de metas alcanzables a corto plazo, y proporcionar intervenciones inmediatas y

apropiadas para alcanzar o enriquecer los estándares. El progreso del estudiante será monitoreado y compartido con los padres a través de conferencias, los informes periódicos, y llamadas telefónicas.

A través de las reuniones de padres y/o los talleres, la escuela proporcionará información a los padres para asegurar su comprensión de las normas y cómo los padres pueden apoyar el progreso de sus hijos y trabajar con la escuela para aumentar el éxito académico. Oportunidades para que los padres compartan preguntas e inquietudes serán proporcionados durante reuniones de padres, los talleres e individualmente a través de los maestros y administradores escolares. Los padres serán animados para monitorear el progreso de sus hijos y trabajar en colaboración con nuestro personal para mejorar el rendimiento de sus hijos a través de ser voluntario en las escuelas, poniéndose en contacto con la escuela cuando tengan preguntas o comentarios, asistir a reuniones y talleres, y trabajar con sus hijos en casa.

Los padres reciben una copia de los resultados de la evaluación de su hijo cada vez que se da una evaluación estatal o del distrito. Hacemos cada esfuerzo para proporcionar a los padres un tiempo de conferencia con los maestros para compartir los resultados y responder a preguntas. Los estudiantes también pueden participar en estas discusiones.

La comunicación abierta entre nuestro personal y todos los comités de padres, reuniones y otras actividades se dirigirá a través de las conferencias de padres y maestros, manuales, boletines, los estudiantes, la literatura del Título I, informes de progreso, llamadas de teléfono, sitio web del distrito y correo electrónico. Esta comunicación se proporcionará lo más posible en un idioma que los padres puedan entender. Nuestra escuela se asegurará de que la información relacionada con los informes escolares, programas para padres, reuniones y otras actividades es enviada a casa para fomentar la participación de todos los padres.

