

FY – 2018 Plan for English Learner State Categorical Funding

For Districts Receiving \$9,999 or Less

Written Assurance

District/School Name: Achievement First

Submission Date: 11/9/2017

Total Available Funding: \$24,950 (see [FY18 EL Categorical Funding document](#))

Superintendent/School Director Contact Information:

Name: Paige Carstensen

Address: Achievement First Providence Mayoral Academy

370 Hartford Avenue

Providence, RI 02909

Phone: 401-347-1106

Email: PaigeWilliams@achievementfirst.org

The Achievement First school district/school, provides assurances that it will utilize the English Learner, State Categorical Funds for fiscal year 2018 to provide innovative and expansive supports and services for ELs, and not utilize the funds for activities the district is currently funding. The district agrees to keep accurate fiscal records as to the use of the funds.

Paige Carstensen
Authorized Signature

11/8/17
Date

For districts receiving \$9,999 or less, please return this form to RIDE as per the instructions. You may submit the Expenditure Report (Form B1 – provided below) when you are ready to request reimbursement.

FY – 2018 Plan for English Learner State Categorical Funding

For Districts Receiving \$10,000 or More

District/School Name: Achievement First

Submission Date: 11/9/2017

Total Available Funding: \$24,950 (see [FY18 EL Categorical Funding document](#))

Superintendent/School Director Contact Information:

Name: Paige Carstensen

Address: Achievement First Providence Mayoral Academy
370 Hartford Avenue

Providence, RI 02909

Phone: 401-347-1106

Email: PaigeWilliams@achievementfirst.org

Primary Contact for Plan Implementation:

Name: Jennifer Efflandt

Address: Achievement First Providence Mayoral Academy
370 Hartford Avenue

Providence, RI 02909

Phone: (401) 952-6238

Email: JenniferEfflandt@achievementfirst.org

Primary Contact for Fiscal Reporting:

Name: Tracey Wilson

Address: Achievement First Providence Mayoral Academy
370 Hartford Avenue

Providence, RI 02909

Phone: (401) 284-6155

Email: TraceyWilson@achievementfirst.org

List the **stakeholders, along with their roles**, included in the review of the multiple ways in which different funding streams currently support EL education in your district (ie. members of school and district administration directly involved with budgetary and EL program decision making along with others who may be able to offer important insight into funding usage, such as teachers, students, families, school board members and community groups, etc.):

Superintendent:

- Gina Musumeci- Superintendent for AF Providence ES

Special Services Directors:

- Laura Etkind- Director of Special Services for AF Providence Elementary
- Paige Carstensen- Director of Special Services for AF Illuminar and the AF Middle school
- Laura and Paige supports SPED and ELL program development/ implementation for the Achievement First region

ELL Coordinators:

- Jennifer Efflandt- ELL Coordinator for Achievement First Providence
- Bryana Boucher- ELL Coordinator for Achievement First Illuminar
- Jennifer and Bryana identify, monitor, teach, and collaborate/ coach general education teachers to support ELs

Special Services Deans:

- Emily Reinhardt- Dean of Special Services for Achievement First Providence
- Nicole Gugliuzza- Dean of Special Services for Achievement First Illuminar
- Emily and Nicole support SPED and EL teachers, case managers, coordinators, and ensure program implementation

School Principals:

- Morgan Carter- Principal for AF Providence ES
- Kevin Lohela- Principal for AF Illuminar ES
- Libby Miller- Principal for AF Providence Middle

School Operation Directors:

- Karla Villar – Director of School Operations for AF Providence ES
- Andrea Summers- Director of School Operations for AF Illuminar ES
- Salvador Pellerano- Director of School Operations for AF Providence Middle

ELL Ambassadors:

- Lauren Melvin- Kindergarten General Ed. Teacher at AF Providence ES
- Brandee Beaucage-Crabtree- First Grade General Ed. Teacher at AF Providence ES
- Deisi Rossi- First Grade Paraprofessional at AF Providence ES
- Elizabeth Eastman- 2nd Grade ESL Certified teacher at AF Providence ES
- Christeen HumEstrada- Third Grade General Ed. Teacher at AF Providence ES
- John Nowak- Fourth Grade General Ed. Teacher at AF Providence ES
- Rayne OBrien-Kindergarten General Ed. Teacher at AF Illuminar ES
- Moncerrad Leos- General Ed. Teacher at AF Illuminar ES
- Summerly Santos- General Ed. Teacher at AF Illuminar ES
- Erika Perez- General Ed. Teacher at AF Illuminar ES
- Paula Santos- Speech Pathologist for at AF Providence ES and AF Illuminar ES
- Theresa Gillette- Interventionist at AF Providence Middle
- Each ELL Ambassador meets regularly with the ELL coordinators and analyses ELL assessment data to share with their teams. They serve as the point people on each school team regarding ELL matters, such as ensuring ELLs are receiving the appropriate supports they need throughout the year to access the curriculum, and that ELL families are communicated regularly.

Teachers:

- Gwenn Cichoski – Kindergarten General Ed Reading Teacher
- Danielle Bruneau- K-1 Special Education Teacher
- Amanda Machado- 1st Grade Special Education Teacher
- Tayla St. Pierre- 4th Grade General Education Reading Teacher

Parents:

- Jonathan Almonte- Parent of two newcomers in our district
- Lesbia Aguilar- Parent of two SPED/ EL students in our district
- Amparo Rodriguez- Parent of a SPED/ EL students in our district

Describe the process the above team utilized to develop the plan (ie. meetings, focus groups, opportunities for community input, etc.):

Jennifer Efflandt, Bryana Boucher, Laura Etkin and Paige Carstensen met at various points at the start of the academic year to brainstorm initial ideas for the allocated 2018 EL categorical funding. They then met with all individual stakeholders listed above to gather more ideas/feedback for insight into funding usage. Jennifer and Bryana met additional times to solidify the plan based on all the feedback they gathered from stakeholders.

Provide a brief summary of the current district supports and services for ELs including how they are currently funded:

All of the district supports below are funded with a combination of philanthropy, state funds that follow the child, and Title III funds:

- Special Services Deans
- ELL Coordinators
- ELL Ambassadors
- Response to intervention cycles
- Reading and writing interventions for ELLs
- Child Find Protocols at the school wide level to flag scholars not meeting benchmarks
- Weekly looking at student work protocols
- Co-teacher model. Each classroom is co-taught. The scholars with the highest need based on weekly data sets work in smaller groups for Math and ELA instruction
- ELL teaching resources (ie. ELL specific texts, realia bins, vocabulary cards)
- Weekly Professional Development for General Education Teachers
- ELL Ambassador program for Gen. Ed. And ESL educator collaboration and PD
- Weekly Intellectual Preparation Protocols with Gen. Ed. and ESL educators
- Ongoing coaching on SIOP Strategies for general educators who work with ELLs.
- WIDA Model Assessment Materials
- Family ELL Nights
- Family Literacy and Math Nights
- Culturally inclusive school wide events such as Hispanic Heritage Celebrations
- Translation and interpretation services for ELL families

Identify the chapter(s) from [OELA's English Learner Tool Kit](#) utilized to identify the area(s) the district has identified for the innovative and expansive services and supports to English learners funded through this plan :

1. [Identifying All English Learner Students](#)
8. [Monitoring and Exiting English Learners from EL Programs and Services](#)
9. [Evaluating the Effectiveness of a Districts EL Program](#)
10. [Ensuring Meaningful Communication with Limited English Proficient Parents](#)

Describe the innovative and expansive activities you will undertake with the EL categorical funding in your district:

1. [Identifying All English Learner Students](#)

Since our Founding year, there has not been a streamlined system for identifying new ELLs in our district upon enrollment. The ELL coordinators have historically ensured Language Surveys were sent home to new families, reviewed the Language surveys, and completed all the WIDA screeners in order to identify ELLs. Since the ELL Coordinator contracts mirror the AF school teacher calendar, they have summers off, and have not identified ELLs prior to the school year starting.

This past summer (July-August of 2017) our ELL coordinators worked during the summer in order to coordinate with each AF office to ensure all language surveys were part of the enrollment packet, collected upon enrollment. ELL coordinators also ensured that family interviews were completed with families indicating a second language at home, and WIDA testing was completed before the first day of school. ELL Coordinators had individual conferences with all identified ELL families over the summer to go over their child's WIDA scores, their placement in our district, and their right to waive ELL services.

We plan on using \$5,500 of the ELL categorical funding allocated to pay staff who supported with ELL summer identification.

Additionally we plan on using \$776.00 to pay for two Fountas & Pinnell Benchmark Assessment Systems in Spanish to assess our newcomer reading levels in Spanish.

8. [Monitoring and Exiting English Learners from EL Programs and Services](#)

This year we plan on using \$6,900.00 to purchasing an Ellevation Membership for our district. This membership will allow our district to monitor our existing English Learners and Monitor students by helping us streamline our ELL Data Analysis, Record Keeping, Reporting, and Instructional Planning. Ellevation has multilingual templates that will allow us to communicate meaningfully with ELL Parents in their native languages.

10. [Ensuring Meaningful Communication with Limited English Proficient Parents](#)

This year we have partnered with the Brown University Federal Work study program to hire a part time ELL liaison. She will help us communicate with our Spanish Speaking families, and help plan ELL specific family engagement events throughout the year. We plan on using \$7,000.00 of the ELL categorical funding to pay for her work this year.

When we were a smaller district we used the bilingual staff we had to help translate report cards and documents for families. As our district has grown, and continues to grow, we no longer have the capacity to continue translating documents for every ELL family. We plan on using the remaining \$4,774.00 to pay for out of network translators and Interpreters for important document translations and parent events such as report cards, parent teacher conferences, literacy nights, etc.

Describe how this plan will be shared with the public:

- ELL Coordinators will go over all the 2018 ELL supports we plan on implementing with our ELL categorical funding during 2 ELL nights this year. All ELL parents will be invited to this event. ELL parents who do not attend will receive a copy of the notes in their child's homework folder the next day.
- ELL Coordinators will meet with School Principals, School Operation Directors, Directors of Special Services and ELL Ambassadors to ensure Summer ELL identification takes place and to ensure all staff who will participate in testing scholars are trained to administer the WIDA Mode for next summer.
- ELL Coordinators will meet monthly with Special Services directors and bi monthly with ELL Ambassador staff to train them in using Ellevation to collect data for their Grade levels and share it with their respective teams.
- ELL Coordinators will meet weekly with our Brown University ELL Liasion to ensure she fulfills her role and responsibilities in our district.

Form A1 Budget Worksheet

Program: English Learner Categorical (UCOA #23671000)

Applicant Agency: Achievement First

Project Term: July 1, 2017 – June 30, 2018

Allocation: \$24,950

Budget Narrative (please explain how these funds will be used to support English learners):

Achievement First plans on using ELL categorical Funding to pay for Summer ELL Identification and placement. Ensuring all new to district ELLs are identified prior to school starting in August ensures all classroom rosters, and schedules reflect the best placement for our ELLs in our district. It will also ensure ELL pullout interventions start immediately.

Part of our ELL categorical funding will also be allocated to purchasing an Ellevation membership for the district. This platform will allow us to better monitor our ELLs and Monitor students and communicate placement/progress with staff and families in their home language.

The last bulk of our funding will be used to pay for a Spanish speaking ELL Liaison and out of network translators/ interpreters. This will ensure all our families receive ongoing communication from the school, and feel better equipped to support their child's learning.

Budget Detail:

UCOA Code	Item	Description/Detail	Amount
51000	Employee Compensation	\$5,500 to pay staff for summer ELL identification. \$7,000.00 to pay the ELL Family Liaison	\$12,500.00
52000	Employee Benefits		
53000	Professional and Technical Services	\$6,900.00 to purchasing an Ellevation Membership for our district	\$6,900.00
54000	Property Services		
55000	Other Purchased Services	\$4,774.00 to pay for out of network translators and Interpreters	\$4,774.00
56000	Supplies and Materials	\$776.00 to pay for two Fountas & Pinnell Benchmark Assessment Systems in Spanish	\$776.00
57000	Property and Equipment		

	Total		\$24,950.00
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Piigi Carstensen
Authorized Signature

11/8/17
Date