



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LYONS COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K586

PRINCIPAL: TAEKO ONISHI EMAIL: KONISHI@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Leader or Designee	
Tarra Mentore	*PA/PTA President or Designated Co-President	
Jared Roebuck	DC 37 Representative, if applicable	
Darius Rhodes	Student Representative	
Amarah Wright	Student Representative	
Kemely Montero	Student Representative	
Jody Madell	Member/program director	
Minerva Cantor	Member/parent coordinator	
Jason Philbert	Member/Parent	
Natalie Noel	Member/Parent	
Maria Figueroa	Member/Grand parent	
Dominga Olivo	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1: *Improve Teacher Effectiveness*

By June 2012, each teacher will be observed by an administrator at least 8 times during the course of the year (6 mini-observations and 2 full length observations).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

While we have made significant academic strides, enabling us to receive a B for Middle School and A for High School on our most recent city progress reports, a closer look shows that we still have a long road to ensure that our students are prepared for college and career options beyond high school. On our MS progress report, despite our B, we got a D for performance with only 12.1% in ELA and 20.1% in Math meeting state standards on the state exams. In HS, despite our A, we only achieved a 61.5% four-year graduation rate, something we greatly need to improve. We have seen that as the quality of teaching improves and greater consistency develops across the school, we have had increased student achievement. Hence, we are making a concerted effort to focus on improving teacher effectiveness through more frequent and cross-school observations and follow up conversations.

Over the past school year, and in the greater context of the past five years, we have worked to develop a system of teacher development and evaluation that supports a clear vision for instruction and professionalism for our staff. While we pride ourselves on maintaining a strong culture of collaboration and professional development at Lyons, we seek to create more consistent approaches to instruction. Our staff is still fairly inexperienced (mean average years of teaching experiences: 6.5, with 47% untenured teachers), and our teachers have a wide range of skills, strengths and areas of need. This is the first year we are not adding a grade to our school configuration, and it is the first year we have hired so few of new teachers, six compared to between 15 and 20 the last three years. It is also the first year we do not have any first year teachers. As a result we are able to depend more heavily on collaboration as well as grade and department teams to offer professional development support to all teachers. Instead of focusing administrative energies on the large number of new and early career teachers, this goal enables us to spend more time with our experienced teachers through multiple mini-observations, which helps both their practice and that of our less experienced teachers.

In the past, our classroom observations provided a measure of accountability but not the frequency or degree of focus required to facilitate meaningful improvement. What was needed was a system that included numerous targeted observations and dialogues between administrators and teachers, creating a meaningful “loop” of observation, feedback, and changes to instruction. The teacher effectiveness recommendations from the DOE have allowed and encouraged us to head in the direction we have always wanted to move as a school.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups.

The primary focus of instructional coaching and pre and post observation conferences is on strategies that target students that are falling outside the sphere of success. These instructional strategies are introduced in full staff PD and then further examined in grade team and department meetings, as well as in pre and post observation conferences. Strategies include:

- Literacy instruction strategies – for both reading and writing
- Higher order thinking and discussion skills

- Differentiation
 - Integration of the Common Core
- b) staff and other resources used to implement these strategies/activities,
- Each teacher has been assigned either the principal or assistant principal for two full-length observations (one each semester) and a schedule has been set.
 - Each mini-observation will be followed by notes in the teacher's personalized PD plan document and, as often as possible, a brief post-observation meeting.
 - There will be a post-observation meeting for each full-length observation as well as a formal write up.
 - Coaching staff working with teachers (frequency determined by leadership team) to improve teacher effectiveness.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Each teacher met with a member of the leadership team at the start of the school year to collaboratively determine professional development goals for the year
 - Coaching staff works with teachers to determine the focus of each observation
- d) timeline for implementation.
- Over the course of each set of two months, the principal will do an unannounced mini-observation for each teacher.
 - Over the course of the year, the assistant principal will do an unannounced mini-observation for each teacher.
 - The leadership team will meet at least bi-monthly to discuss observations and check in on progress towards accomplishing this goal.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Instructional goals are shared with the SLT and PTA throughout the school year

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to have instruction that best meets the needs of our students we need to have the best teachers. Having great teachers does not simply benefit the students directly, but when there is substantial opportunity for collaborative teacher work, as there is at our school, there is also a benefit to the entire teaching staff. We work hard to not only attract, but to keep the best of the best. All of our teachers are HQT. We attract the best HQT through a rigorous recruiting process.

- In addition to using official DOE structures for finding potential candidates, we make extensive use of various education listservs, our personal and professional connections as long time educators in the small schools movement, and The New Teacher Project through New Visions, our PSO. Through these connections we receive hundreds of resumes and cover letters.
- We invite select candidates to group interviews where we hear recollections about learning experiences from candidates as well as look at student work with them. From this group, our hiring committee selects individuals to come in for demo lessons and a more extensive interview.
- Finally, we reach out to multiple references before we offer candidates a position at Lyons. We do not even consider candidates unless they are HQT as defined by NCLB.

While at Lyons, we make sure teachers are provided with sufficient professional development to maintain their HQT status, as well as support for professional growth far beyond the mandates. More than any other quality, we look for teachers who are interested in continually improving their teaching practice and are highly

reflective about their work. As described above we have a wide range of teachers with a wide range of skills and experiences, so we vastly differentiate the professional development we offer our teachers.

- After PD last spring and in the summer on the Danielson rubric, each teacher co-created a personalized PD plan with the support of a member of the school leadership.
- In addition to the full group professional development, each teacher is a member of a grade team, inquiry team and department where professional development is honed towards the needs of the particular group.
- Also, we have five staff members who do extensive coaching for our teachers. Depending on need, teachers work with their coach for a number of cycles, ranging from two to ten, throughout the year. These coaching cycles consist of a pre-observation meeting, observation, mid-cycle meeting, follow up observation and cycle ending meeting. In each cycle the coach and teacher decide on a specific skill or focus for the cycle.
- All of this work is in addition to the 8 observations and follow up meetings with an administrator, as described in this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

While our specific goal around improving teacher effectiveness focuses on administrative observations, we have a number of partnerships and services that help support this work.

- First of our PSO New Visions provides us with an Leadership Development Coach who works extensively with the administrative team on the observations and observations cycles.
- Our Assistant Principal attends the New Visions leadership development workshops for APs that specifically focus on the mini-observation cycles.
- Our program director who co-directs the school is a member of the Situated Apprentice Model (SAM) program at Baruch, where she is becoming certified to be an administrator, which includes learning how do these observations in a focused manner.

In addition to our in-school work with teachers around improving teacher effectiveness, we partner with groups that support individual teachers.

- We have teachers involved in various professional development programs including one math teacher in the Math for America Fellows and two in the National Science Teachers Association Fellowship program.
- Three of our teachers are mentors for a joint New Visions and Hunter College Urban Teacher Residency program, as well as two graduates of this program who get additional PD support through the program. They have all been specifically trained in using the Danielson rubric through this program.
- With The New Teacher Project through New Visions we meet with specialists who help our leadership team come up with systems for evaluating and supporting teachers in more systematic and standards based way.
- Our partnerships with the Brooklyn Museum, Brooklyn Historical Society, Center for Environment, Economics and Society at Columbia University all provide professional development for our teachers.
- Through grant writing we are part of both the DOE's iZone and Connected Learning programs, which have given us access to professional development opportunities for our teachers in all the iZone hard and software and well as from Teaching Matters, for both technological support and implementation in the classroom, as well as writing and other content based PD.
- We also work with Struggling Adolescent Learners professional development program, a three year PD program that trains teachers to teach reading first one-on-one, then to small groups, then full class.

While less directly connected, our work on the social emotional needs of our students has supported both classroom management and engagement of students, which in turn improves teacher effectiveness and student academic achievement.

- We have worked with Restorative Practices, and were one of their highlighted schools in a recent magazine.
- We have a partnership which allows for a SAPIS working to engage with our at risk students in school, as well as a partnership with Interboro Mental Health Clinic.

- For our students who are interested in a CTE route, we have the Urban Workshop program which enables our students to spend up to 14 hours a week learning carpentry and construction skills. We received our first CTE grant this year for this program and anticipate its expansion in the next few years.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We have a full time program director and other support staff who support the work of the administrators, enabling the administrators to have more time to do the classroom observations and meet with teachers. This is funded through both Title I and FSF. Some of these support staff also doing an extensive amount of teacher coaching. Much of this work, as is the case across the school depends on in kind donations of time from all members of our staff who go above and beyond to find time for these meetings as well as time to do the work that is put aside temporarily for the observations and meetings.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2: *Adopt the Common Core standards.*

By June 2012, each student who regularly attends school will participate in at least one Literacy and at least one Math task based on the Common Core standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have shown improvements on our external standards based assessments, and even excelled by some of these measures, for example garnering 9 out of 14 possible extra credit points on our HS progress report and being in the 100%ile city wide for our English and Mathematics Regents scores according to the progress report. This is due in part to closely aligning our curriculum in these classes to the state standards. With the changing standards, we need to make sure we are “ahead of the curve” in adopting them, giving our teachers and students as much time as possible to reorient their thinking before they becomes the only standards used. While the CCSS are more closely aligned to our overarching mission and vision for the school than the state standards, we recognize that they are significantly more challenging, particularly for our students who are primarily accustomed to a far narrower version of thinking and learning. The need for us to rethink and rework our curriculum and teaching strategies has only become more apparent as we work on better integrating in the CCSS and realize the significant gap between our students current academic achievement and CCSS based work.

The advent of the Common Core standards requires Lyons to reexamine our instructional practices from various angles. While over the past four years we have spent significant time and effort in aligning our instruction to Middle School State tests and Regents content and formatting, we now must apply this focus to familiarizing our staff and students with the expectations and formatting of Common Core assessments. The CCSS presents a different combination of textual rigor and higher-order thinking skills than our students have previously worked with. For these reasons, staff must have ample time to explore and analyze CCSS-based assessment items in both grade-level and subject-area groupings in order to implement them effectively, and there must be a structured way of analyzing student responses to practice items.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
While working at the level of CCSS will be a change for all students, certain subgroups will face specific challenges with the increased rigor, particularly the use of more complex texts. The following strategies will be used to meet those students needs:
 - Small group support targeting literacy skills will be provided for ELLs, SpEd students, and students identified as At-Risk
 - Identified sub-groups will be enrolled in two English classes, in order to provide additional literacy development
 - Inquiry teams will identify a sub-group of students to study intensely in order to develop intervention strategies
- b) staff and other resources used to implement these strategies/activities,
 - Teachers will participate in on-going PD throughout the school year, provided in full staff PD, department meetings, and inquiry meetings, focusing on the Common Core
 - Select teachers will participate in off-site PD on the implementation of common core
 - Coaching of teachers will focus on Common Core standards

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - All teachers are part of inquiry teams which focus on a select Common Core standard
 - Department teams, which meet weekly, will include presentations of teacher work in order to evaluate the effectiveness of lessons and units in meeting Common Core standards
 - Department teams will also examine student work from those units in order to assess student needs and plan further instruction
 - Teachers will participate in intervisitation in order to assess lesson effectiveness
- d) timeline for implementation.
 - Full staff PD will begin in August, and will be on-going
 - Department meetings are weekly
 - Inquiry meetings are twice a month
 - Off-site PD is provided monthly for select teachers
 - Students will complete one math assessment and one literacy assessment by the end of the school year

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- During September's "Meet the Teacher Night," Common Core expectations were articulated to families
- Parents are informed of expectations around the Common Core in parent-teacher conferences
- One PTA meeting each semester will be dedicated to engaging families in a discussion about the common core

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Since our inception, Lyons has been interested in our students not simply meeting the state standards, but also meeting the NCTM and NCTE standards that are more closely connected to the Common Core standards. As part of the New York State Performance Based Assessment Coalition we have always maintained a goal of implementing inquiry-based curricula and standards that are also more closely aligned to the CCSS. So, the arrival of the CCSS has been a welcomed initiative. All of our teachers are HQT.

Our recruiting process and PD support was described above for goal 1. However in addition, we expect that teachers joining our staff are familiar with the common core standards and integrate them into the curriculum development and design for their classes.

- The professional development we offer is always connected to the CCSS, and we have specific planned cross curricular PD enabling our social studies and science teachers to benefit from the extensive work our ELA team has done on the CCSS.
- During the summer of 2010 we received a grant which enabled our ELA teachers to spend dozens of hours planning their units for the year and constructing a 6-12 COW (Curriculum on the Wall) based on the CCSS.
- Our two math coaches are doing similar work with our math team, enabling all of our teachers to become proficient in using the CCSS.
- Some of our teachers have also been involved in our PSO New Visions Common Core and well as the New York State Performance Assessment Coalition professional development work through their CCSS Pilot Program funded by the DOE. They engage in this cross-school work and bring what they have learned back to our staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

While a fuller list of partnerships exists in goal 1, there are some that specific support our work with the Common Core standards.

- We received a grant from our PSO New Visions for extensive work on the CCSS during the summer of 2010 and the following school year. Our ELA team worked on creating a COW, a seven-year curriculum, with this grant.
- Our teachers participate in New Visions Common Core workshops for both Literacy and Mathematics.
- Also, as a member school of the Urban Teacher Residency program, our teachers have been working on CCSS both as mentors and residents.
- As part of the New York State Performance Based Assessment Consortium's Pilot Program for the Common Core standards, we are creating curricula, units and tasks aligned to the standards, as well as participating in their professional development for all the subject areas.
- We are also part of the DYO Assessment with the Consortium which gives us additional practice with the standards and have been doing the DYO with them for the last three years.
- Through Connected Learning we are working with Teaching Matters which provides PD for our staff in writing, technology and other content areas. We have a consultant working with us on a weekly basis at the school and our staff is invited to, and attends, PD with Teaching Matters at their offices.
- Through both the Consortium and Teaching Matters, teachers have been able to do intervisitations at other school, focusing on work with the CCSS.
- Finally, with our partnership with the Brooklyn Historical Society, our program director presented on a panel to a group of museum educators about integrating the CCSS into their work at museums.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use per session funds, coming from both Title I and FSF, to pay teachers for summer work and hours outside the school day. While this hardly covers the hours teachers invest in this work, it provides some compensation for the work they are doing in service of the school. These funds are also used to get coverages as necessary when teachers are off site to attend PD or to do intervisitations both within our school or at other schools.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3: *Increase inquiry work.*

During the 2011-12 school year, each full time academic teacher will be part of an inquiry team that meets bi-monthly to improve instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Over the past four years we have worked to formalize, improve and expand our inquiry process. While we have tried a number of different strategies and foci for the teams, we kept returning to looking at student and teacher work as the most successful and helpful activities. Each time we look closely student work and teacher assignments/ worksheets in a group and using a protocol, we gain significant insight into the skills and sub-skills our students are struggling with that are preventing them from academic success. However, we were not doing this work consistently enough to truly reap the benefits of this process. We struggled to maintain momentum and our work happened more haphazardly that would best benefit our students. The work did change and improve our practice, and in turn the performance of our students, but not as much as we would have like to have seen. Our students' scores and academic achievement, as described in previous goals, their grades, and our own assessment of their preparedness for college all lagged behind our vision. We realized we needed a more systematic approach, with clearly delineated expectations for each month and cycles to follow through on. This year, we decided to place our highest priority for our grade teams to be working on inquiry work. This included assigning a different person, rather than the grade team leader, to lead the inquiry work, and assigning a specific grade team meeting each two weeks as the inquiry meeting, as well as having a suggested monthly schedule for the teams.

Inquiry-based learning has been a priority for our school since it opened in 2007. However, it has taken some work to reconcile the processes and endpoints of inquiry-based learning with the strengths and needs of our students. In prior years, our Inquiry teams have done valuable, enriching professional work, but the impact of such work was limited to the selected teams themselves and the presentations from those teams during professional development. Entering the 2011-2012 year we were seeking a broader, more consistent presence for inquiry work across our staff.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Inquiry teams focus is improving instruction around the Common Core standards of mathematical reasoning and writing well-reasoned arguments
 - Over the course of the year, each inquiry team will identify a sub-group for study and develop a learning progression to use to teach identified skills
 - The learning progression will focus on developing instructional strategies to support the development of specific sub-skills found to be lacking the sub-group
 - Differentiated instruction will permit teachers to address the wide range of skills that our students demonstrate in the identified standard
 - b) staff and other resources used to implement these strategies/activities,
 - Specific team member on each grade team is the inquiry chair who facilitates the bi-monthly meetings during grade team meeting time
 - Inquiry chairs each meet with a member of the leadership team to discuss and plan inquiry work

- Inquiry chairs meet together throughout the year, with the leadership team, to plan inquiry work
 - Grade team meeting time is devoted to inquiry work bi-monthly
 - Co-director oversees inquiry work throughout the school
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Inquiry chairs met in August to select the standard that is the focus of inquiry work
 - Chairs meet regularly with each other and leadership to strategize and evaluate inquiry work
 - Teachers on each inquiry team collectively make instructional decisions based on collective review of assessments designed by their team
- d) timeline for implementation
- First semester: Design of initial assessment to identify needs; selection of students for focus group; design of learning progression and implementation of first lessons; examination of student work from initial lessons
 - Second semester: Intervisitation; implementation of common core assessment and examination of student work; continued co-planning of lesson and adjustment of planned learning progression; continued examination of student work

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- One PTA meeting each semester will be dedicated to engaging families in a discussion about the common core
- Each inquiry team will send a letter home to families describing the focus of inquiry work for the grade level and what can be done at home to support progress on the inquiry goal

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Inquiry work is the most important work teachers can do to improve their teaching. By having each teacher part of an inquiry team, we are giving our teachers an opportunity to be part of a group specifically focused on working closely with student work and promoting their granular understanding of the skills students need in order to best learn and understand academic material. Again this work is best accomplished and teachers are best able to learn from each other if we have excellent teachers. As such, all of our teachers are HQT.

Our recruiting process and PD support was described above for goal 1. However, this kind of inquiry work, in addition to the other work done in grade teams and the work done in weekly department meetings gives our teachers extensive professional development time. This is already in addition to the full school PD work they are engaged in. This inquiry work plays a significant role in keeping our staff working at Lyons. When we ask teacher why they choose to stay at such a struggling school, where the work load is clearly higher than at other schools and the struggles of our students make day to day teacher extremely challenging, they most frequently tell us it is because they remain fully engaged in the work. Not only do they love working with our youngsters, they see themselves and continual growing and challenging themselves as teachers and humans. They understand and appreciate that this work is only possibly if you can find the joy in the challenges we face and want to seriously push yourself to be the best possible teacher you can be. We have a group of teachers who are inquiry team leaders whom the school leadership meets with regularly one-on-one and in a group, to give them more intensive support around inquiry work, which they then bring back to their teams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In addition to the partnerships described in goals 1 and 2, we have done work specifically around inquiry with outside groups.

- Our program director's work in the SAM program has been the basis for our inquiry team structure this year.
- PD support we have gotten from New Visions, UTR, the Consortium and Teaching Matters have all helped us formulate our strategies for conducting inquiry meeting.
- Our weekly work with our New Visions Leadership Development Facilitator often focuses on this work with her attending inquiry meetings in addition to working with our leadership team.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We use the Circular 6 time included in the teacher contract to conduct inquiry team meetings. In addition we have per session funds, both Title I and FSF, in addition to DYO funds that can support inquiry work that happens beyond the school day, as well as to provide our inquiry team leaders with a miniscule stipend for their contribution to the community.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4: *Increase student literacy.*

80% of student in grades 6 – 8 will have read at least 25 books at or above their reading level by July 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During the school year 2010-2011 Lyons made significant changes to our 6-8 grade literacy instruction. By implementing a daily, supervised independent reading period, we established reading as a staple component of our educational program. As a result, from 2010 to 2011, we went from having an F to a B in progress and an F to a D in performance on our MS progress report, and our median MS ELA scaled score went from 2.23 to 2.41. Also, significantly, we went from having over 20 students who had to repeat their middle school grade because they received a 1 on their state test, to having no students held back in 2010. Though we had seen important improvement, we realized we still had a long way to go. Building on our successes was determined to be a good strategy.

While we should Over the course of the year, our Literacy Coach Sarah Schauben-Fuerst worked with teachers to monitor and assess their students' progress in reading. Still, our literacy teachers, coaches and administration identified a number of students at each grade level who did not complete 20-25 books and/or did not read a sufficient amount of books at or above their identified reading level. We recognize that in order for students to become successful readers and academic achievers we must establish a standard for the completion of appropriate reading books. While we significantly decreased the number of students who received 1's on the state exams, the vast majority of our students are still getting 2's rather than be on grade level with 3's and 4's. Furthermore, in order to make this happen we must empower our literacy teachers to gather and make use of important data on their students, by providing them with regular professional development and in-class support throughout the year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Sixth through eighth grade students are scheduled for 30 minutes of independent reading four days a week.
 - Over the summer and throughout the school year professional development around teaching independent reading will be provided by our reading support teacher.
 - Common systems for teaching independent reading have been implemented in all 6th through 8th grade reading classes.
 - A reading assessment was conducted in September to determine each student's reading level.
 - Quarterly, students that are not on track to read 25 books will be targeted for support both after school and during the school day.
 - Small group instruction is provided during the day for students that are struggling readers.
 - Classroom libraries provide students with a wide range of choices for independent reading materials at their level.
 - Small group instruction is provided for students that are struggling.
- b) staff and other resources used to implement these strategies/activities,
 - All Middle School teachers will teach independent reading for 30 minutes, 4 times each week
 - A full time middle school reading support teacher will provide professional development and monitor progress of middle school students

- Middle school reading support teacher will provide small group support
 - Purchase of extensive classroom libraries for all twelve of the 6th – 8th grade classrooms.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Teachers of independent reading track their students' progress daily and assess students through reading conferences
 - Students who are not progressing towards the 25 book goal are identified by the teachers and by the reading support teacher in order to identify additional supports needed
 - Teachers share best practices for teaching independent reading in professional development
- d) timeline for implementation.
- Professional Development began over the summer and has been on-going throughout the school year
 - Teacher's data collection is on-going, and support groups for reading change quarterly according to identified needs

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents are informed at the start of the school year about the 25-book goal, and advisors share student progress on the goal in regular phone contact with families.
- PTA meetings address the 25-book goal and how to support their children's progress towards this goal at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers need to be teachers of literacy. While that is not an explicit requirement of being HQT, we recognize that all of us are responsible for teaching these skills to our students. Our goals around literacy and reading, force many staff members to become experts at reading and encourage students to reading many books independently. If you are going to ask teachers to teach literacy, they need to be HQT, as all our teachers are.

- Our recruiting process and PD support was described above for goal 1. In addition, we have seen how teachers who are required to support the reading program through supervising independent reading, conduct reading conferences, track independent reading and reading level growth helps them become better teachers in any subject area they teach. When they learn these techniques surrounding literacy, they improve their own teaching practices to meet the needs of the students in their classrooms. While this also goes above and beyond the typical expectations to be a HQT teacher, we believe these skills are essential to being what would be considered a highly qualified teacher by Lyons' standards.
- The teachers in grades 6 – 9 across the subject areas are all given additional professional development in this literacy and independent reading work.
- Teachers who need additional support work with our literacy specialist who oversees the entire independent reading program.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our work with Struggle Adolescent Learners has been key to our literacy and independent reading work across the school. They have trained five of our teachers, who in turn work with other teachers and provide direct support to students.
- In addition our Literacy Coach who has been extensively trained in Reading and Writing Workshop and Wilson Reading, provides professional development to

our staff. We have staff members who work with small groups of students to provide extra support in these areas to enable greater success in reaching this goal.

- Some of our after-school programs, including our SES providers and sports programs attach a need for students to be reading on a daily basis to their participation in the program. We see students coming to school early to get academic support in order to participate in beloved sports activities, then realizing how much they enjoy the academic support and independent reading as well.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Over the past few years we have invested tens of thousands of dollars in classroom libraries for all the grade 6-9 classrooms. This includes a recent influx of new and beloved titles to reflect our students growing sophistication and range of interest in reading. These books have been funded by both Title I and FSF funds. We use FSF to fund our Literacy Coach and both Title I and FSF for our reading and literacy specialist who provides small group instruction. We also use a combination of Title I and FSF for various after-school academic and enrichment support, which is either directly connected to increasing student literacy, or used in conjunction with activities that increase student literacy (such as a basketball/homework club). Similar fund are also used to pay our teacher per session for PD that happens outside the school day and over the summer. We use FSF, as well as some private grants, to pay for the SAL professional development. Most importantly we spend both Title I and FSF on increasing the number of teachers for our students enabling some classes to be co-taught providing more support for our students when they are doing independent reading and other literacy based work.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	58	48	18	5	2			2
7	43	44	19	18	2			
8	63	57	28	21	6			1
9	95	88	80	25	8			1
10	73	71	61	59	5			
11	40	49	39	22	6			
12	27	20	30	31	6			1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students are provided with instruction throughout the school day to address reading, writing, and grammar deficits. Guided reading groups, explicit grammar and word-work instruction, reading comprehension, vocabulary, and fluency strategies, conceptual organization of ideas, and writing mechanics are focused on in order to improve the reading and writing abilities of struggling students. In grades 6-9 in small advisory groupings, teachers confer with students on a weekly basis about their independent reading books, and additional students are pulled out of mainstream classes to work on explicit literacy strategies taught through the SAL or Wilson programs. There is also a comprehensive after-school program twice a week that works explicitly on reading and writing strategies for struggling students. In the upper grades, in addition to small group pull out, literacy support courses and other electives are offered for students that are identified as high need.
Mathematics	Students are provided with instruction throughout the day to address deficits in computational skills and mathematical thinking. Students are also given additional support around mathematical literacy, including the steps to problem solving and higher order mathematical thinking. In 6 th grade, students are given an extra “problem solving” course, meeting five hours each week, to address their struggles with higher order thinking as well, and some students in grades 7 and 8 are given small group instruction in groups no larger than 6 to address fundamental deficits that are standing in the way of more complex instruction. High schools students are offered small group instruction to provide additional support as well.
Science	Students are provided with a “science in the real world” course to address deficits in both science, literacy, and foundational critical thinking skills. These courses cover topics from deciduous forests to marine biology, and are conducted in groups no larger than 12. This course is complemented by classroom instruction in skills and strategies in both content and writing skills. 8 th and 12 th graders are also provided with a health class which addresses science content with an applicable methodology.
Social Studies	Students are supported in American and Global History in both the middle and high school. They are given additional reading and writing skills to assist them in understanding content, and given additional regents preparation for students who have not yet passed given exams. Students are also provided with a “humanities field studies course” several times a year in groups no larger than 12 which allows them to explore history and social sciences outside the school in New York City. Students explore topics such as art history, colonial America, ancient Egypt, and the Industrial Revolution, while continuing to work on literacy and critical thinking skills.

<p>At-risk Services provided by the Guidance Counselor</p>	<p>At-risk services are provided by a combination of our Middle School Guidance Counselor, High School Guidance Counselor, and two therapists from Interborough Clinic with offices on-site at our campus. These services include:</p> <ul style="list-style-type: none"> • daily and weekly individual counseling; • ongoing collaboration with teaching and dean staff; • outreach and coordination of services with outside agencies; • extra support, including evening workshops and individual meetings, with the high school articulation process; • extra support, including evening workshops and individual meetings, with the college application process, including FAFSA application process and scholarships; • individual outreach to families
<p>At-risk Services provided by the School Psychologist</p>	<p>Our School Psychologist and Social Worker work with students at Lyons only in an evaluative role, providing testing, social history and evaluation during initial educational evaluations, annual review meetings and re-evaluations.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Our School Psychologist and Social Worker work with students at Lyons only in an evaluative role, providing testing, social history and evaluation during initial educational evaluations, annual review meetings and re-evaluations.</p>
<p>At-risk Health-related Services</p>	<p>Aside from day-to-day nursing services, our school nurse and staff oversee 504 plans (which address the administration of asthma medication and the provision of testing accommodations on assessments); 504 plans are developed as needed.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Lyons Community School Family Involvement Policy

At the Lyons Community School, we believe family involvement is essential to our success as individuals and as a community. 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 our school. Therefore, our school, 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 our school and the families. Our family involvement policy consists of two key documents: Our School-Family Compact (see attached) and our Student Handbook. In conjunction with our regular communication systems with families – monthly advisor phone calls, our Skedula grading system, our PTA, - and the ongoing work of our Parent Coordinator, Dean Staff and Guidance Staff, these documents represent the common understanding and commitment on the part of staff, students and families to make Lyons the best learning community it can be. The School-Family Compact is distributed and collected at the start of the school year, and revisited at the quarter mark during family conferences. Our Student Handbooks are distributed at the start of the school year, and form the basis of our advisory curriculum. Advisories meet 4-5 times per week in the middle grades and 4 times each week in the high school. Most importantly, the Lyons Family Involvement Policy is designed to reflect how the diverse talents, interests and experiences of our entire family community can best support the school's mission and vision. 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 our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents and caregivers work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents and caregivers 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 and caregivers can effectively support and monitor their child's progress;
- providing assistance to parents and caregivers in understanding City, State and Federal standards and assessments;
- sharing information about school and parent and caregiver 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 and caregivers to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our 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. Our 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 our 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, our school will:

- actively involve and engage parents and caregivers in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents and caregivers in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent and caregiver 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents and caregivers 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 and caregiver workshops based on the assessed needs of the parents and caregivers of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents and caregivers. The Parent Coordinator will also maintain a log of events and activities planned for parents and caregivers each month and file a report with the central office.;
- conduct parent and caregiver workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; informing families about safety issues in school and the surrounding community that may be addressed by school administration and by local law enforcement and/or CBOs; and technology training to build parents' and caregivers' capacity to help their children at home;
- provide opportunities for parents and caregivers to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents and caregivers 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 and caregiver 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 and caregivers are invited to attend formal presentations and workshops that address their student academic skill needs and what parents and caregivers can do to help;

Our 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 Evening events;
- establishing a Parent Resource Center/Area or lending library in our Staff Room (Room 333) with instructional in and informative materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written, online and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly school newsletter designed to keep parents and caregivers informed about school activities and student progress;

LYONS COMMUNITY SCHOOL SCHOOL-PARENT COMPACT

Lyons Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, implements 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 and Assessments.

I. School Responsibilities: Our School will...

Provide high quality curriculum and instruction consistent with 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 quarter during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of 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 e.g. School Messenger, Fliers, monthly advisor phone calls
- 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, through Advisory outreach and use of Pupil Path / Skedula;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to our 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, College Nights, Curriculum Night, Game Night, and various workshops;

Provide general support to our parents and caregivers 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: I will...

- 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 my child's homework assignments each night 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 20 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 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: I will...

- attend school every day 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, making use of Advisory circles, Peer Mediation, and Justice Panel;
- always try my best to learn.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

More than 10% of our Title I funds are used to fund a full time coach in our school, who works with our teachers around improving teacher effectiveness. In addition to this full time coach, we have two additional half time coaches, one specifically targeting Middle School literacy. She runs the MS ELA weekly department meetings, oversees the MS independent reading program, coordinates the small group instructional groups for MS, works one on one with all the MS English teachers, including the ESL teacher, and provides professional development for all MS teachers around literacy.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our literacy coach works individually with each MS ELA teacher two hours a week. This includes classroom observations, pre and post observation meetings and planning meetings. Each teacher has a personalized PD plan that is based on teacher effectiveness goals. The goals were developed through a self-evaluation and an evaluation of the teacher by school leadership, using the Danielson rubric as a basis. In addition, the literacy coach runs a weekly MS ELA department meeting where teachers work on aligning the curriculum to the CCLS, look at student work, look at lesson plans, unit plans and year long curricula, with the goal of increasing rigor and targeting students who are outside the sphere of success.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will use the template provided by the NYCDOE, which also has the form of the letter in various languages necessary to community with our students' families.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Derek Smith	District 14	Borough Brooklyn	School Number 586
School Name Lyons Community School			

B. Language Allocation Policy Team Composition [?](#)

Principal Taeko Onishi	Assistant Principal Nicholas Merchant-Bleiberg
Coach Jody Madell	Coach Sarah Schauben-Fuerst
ESL Teacher Robert Whiteman	Guidance Counselor Carmen Acosta
Teacher/Subject Area Joshua Lewis (ESL teacher)	Parent type here
Teacher/Subject Area Peter Litman (ESL teacher)	Parent Coordinator Minerva Cantor
Related Service Provider type here	Other Dan Morgenroth
Network Leader Alice Young	Other type here

C. Teacher Qualifications [?](#)

Please 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 ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	540	Total Number of ELLs	78	ELLs as share of total student population (%)	14.44%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

1. Identification of ELLs

New students entering Lyons Community School each fall are identified as ELLs, former ELLs, SIFE ELLs, IEP ELLs or non ELLs based on the status they were assigned at their previous NYC DOE school. Families of students from outside the NYC DOE enrolling new for the fall semester must complete the HLIS in English or in their home language. The assistant principal, a guidance counselor or an ESL teacher, each of whom have been trained in ELL intake procedures, then follow the procedures for any new student entering the NYC DOE for the first time as outlined below.

New families entering Lyons Community School over the course of the school year make their first stop in the guidance office, after having selected or been assigned to Lyons Community School by the Enrollment Center. In the guidance office, they are interviewed by a parent coordinator. A trained pedagogue helps the family fill out all the paperwork necessary to get their child or children started at the school. This paperwork includes a Home Language Identification Survey (HLIS). If the parents indicate that they aren't able to speak or read English, the trained pedagogue prints a copy of the HLIS in the family's home language. If there is no HLIS available in the family's home language, the trained pedagogue calls the NYC DOE translation service for assistance.

The trained pedagogue reviews the paperwork and a member of the ELL Intake Team (ELLIT) is called to review the HLIS. The ELLIT is comprised of the assistant principal and two licensed pedagogues. If the HLIS indicates that the child is an ELL, the ELLIT representative immediately conducts an informal interview of the child and the family. If the ELLIT representative's assessment is that the child is indeed an ELL in need of ESL services, the family is immediately given an orientation to the types of programs and services available to ELLs in New York City public schools by the ELLIT representative. This orientation is conducted in the home language and includes a video presentation, also in the home language where available. After discussing the possible program choices with the ELLIT representative, the family formally states which program they wish their child to participate in by completing the Program Selection Form. The School Secretary opens the student's cumulative file. The original HLIS and Program Selection Form are kept in the student's cumulative file. A copy of each aforementioned document is also kept in an ESL compliance binder, available in the school's main office.

The student is then given the LAB-R in English and, if Spanish-speaking, the LAB-R in Spanish by an ESL teacher within the first ten days of the enrollment date. The ESL department chair keeps a record of the student's preliminary LAB-R scores in the ESL Compliance Binder. The ESL department chair uses these scores to set a preliminary placement and delivers the student's test answer document(s) to the appropriate testing and grading center within the NYC DOE. The current location of this is 131 Livingston Street in Brooklyn. The official LAB-R scores provided by this office are reviewed by the ESL department chair and the assistant principal to ensure that the proper placement has been made.

The pedagogue responsible for administering the identification process and initial screening, including LAB-R testing, is Robert Whiteman, a licensed ESL teacher. Robert was in his ninth year of teaching during the 2011-2012 school year under a New York State Initial teaching license. Robert also coordinates and oversees the administration of the NYSESLAT each May. He has attended NYC DOE trainings and returns to campus to train the other two ESL teachers who will assist in the NYSESLAT test administration process. Robert and Nicholas Merchant-Bleiberg, the AP and Testing Coordinator, ensure that all ELL students at Lyons sit for the NYSESLAT and supervise the collection and collation of the answer sheets, which an administrator hand delivers to the NYC DOE testing office at

131 Livingston St., Brooklyn, NY.

2. How do we assure that parents understand the available program choices?

Three pedagogues, one parent coordinator and several support staff are native speakers of Spanish. In addition, the Program Director (co-director) and two of the ESL teachers speak Spanish fluently. Given these linguistic resources, Lyons Community School is equipped to explain program choices to any Spanish-speaking family. In the event a non-English-speaking, non-Spanish-speaking family arrives at Lyons Community School to enroll their child, Lyons Community School staff and members of the ELLIT will make sure that the family has HLIS forms, program selection forms and ESL program brochures in their home language and that the video presentation on program choices is shown in the home language. Other teachers in the in the building are fluent in Portuguese, Arabic and French. If it appears the family has had difficulty understand the information, Lyons Community School will use the NYC DOE's phone-in translation service to make sure the family has received all the information necessary to make an informed decision. Lyons Community School will provide this information to the families within ten days of enrollment.

3. Distributing and collecting signed parent survey and program selection forms.

Over the past two years, the school has asked new parents to fill out and sign the HLIS upon registration. From the fall semester of 2008 into the fall semester of 2011, the program selection forms were completed at and fall and spring parent ELL orientations. In the fall of 2010, the policy the school, with the help of the ESL Coordinator, revised its policy on parent selection forms. Going forward, signed parent selection forms will be collected at the time the family presents their student, with approval from the enrollment center, at the school. The ESL Coordinator or a member of the ELL Intake Team (ELLIT) will be called in at this time to assure that these forms are read, understood and signed by parents who have been informed, in their native language, of the program options available to them.

4. How are ELL students placed in an ESL program?

Based on parent selection, LAB-R scores, interviews conducted by the ESL Coordinator, who is a licensed ESL teacher, and writing samples elicited by the ESL Coordinator, ELL students are placed into the ESL program according to their English proficiency level.

5. What is the trend in program choices that parents select for their ELL students?

Parents have routinely chosen free-standing ESL. The ESL Coordinator monitors parent selection to make sure that students are accommodated properly. Should the number of parents requesting Dual Language or Transitional Bilingual Education reach the thresholds put forth in the state law, the school will take the appropriate action to provide the requested program(s).

6. Are the program models at your school aligned with parent requests?

The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0	0	0	0	0	0
Dual Language (50%:50%)							0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained							13	9	11	11	18	12	7	81
Push-In														0
Total	0	0	0	0	0	0	13	9	11	11	18	12	7	81

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	20
SIFE	19	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	18

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	13	2	22	5	8	18	1	10	81
Total	41	13	2	22	5	8	18	1	10	81

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second 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							11	8	8	10	12	10	7	66
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	1		5	1		9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other									1	0	2	1		4
TOTAL	0	0	0	0	0	0	13	9	10	11	19	12	7	81

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

ESL instruction is delivered using both self-contained and occasional pullout models. Beginner and Intermediate ELLs get self contained instruction at some point during their day. Beginners and intermediate students and long term ELLs also receive push-in instruction during their subject-area classes. Occasionally, students are pulled out of a class to address specific needs, but this is not norm. Self-contained classes are delivered by a licensed ESL teacher and push-in instruction is delivered by a licensed ESL teacher in

A. Programming and Scheduling Information

conjunction with a licensed subject-area teacher.

Self-contained classes are heterogeneous, including beginner and low-intermediate students. Push-in classes are also heterogeneous and include targeted instruction for high-intermediate and advanced ELLs. ELL students are programmed to travel in a cohort in each grade, which itself is part of a larger cohort that travels together and includes both ELLs and non-ELLs in each respective grade.

ESL teachers at Lyons create and tailor their materials and curricula according to the needs of their students. Although no uniform textbook for ESL is employed, ESL teachers instruct their students in reading in English using fiction books designed for English Language Learners, such as those published by ORCA Press and Oxford University Press. The staff are careful to choose books which feature age-appropriate themes, illustrations and typefaces yet are written at reading levels that make text comprehensible even for beginners.

Content area instruction is offered in co-taught classes where a subject-area teacher and an ESL teacher plan and deliver the instruction jointly. The ESL teacher in the co-taught classes supports English Language Learners specifically during group and individual work times and grades student work jointly with the subject-area co-teacher. In some cases the teachers create their lesson materials and in others they use textbooks. In the latter situation, texts in the students' home language are used in tandem with the English-language textbook.

2. How is the staff organized?

The ESL staff consists of three licensed ESL teachers, one of whom serves as our ESL coordinator, dedicated to providing both self-contained and push-in ESL instruction. Explicit instruction on the structure (grammar) and vocabulary of English is delivered during both self-contained and push-in classes. Appropriate instructional minutes for proficiency level are met through this scheduling arrangement.

The director of programming and the school's principal ensure that ELL students at each level of proficiency receive at least the required minimum amount of service, as mapped out in this and other DOE documents, and in some cases more.

3. How and in what language is content delivered and made comprehensible to enrich language development?

Subject-area content other than ESL and Spanish is delivered in English. During ESL push-in periods, the ESL teacher gives specific support to the ELLs in the classroom. To help teachers during non-push-in periods, the ESL teacher gives a professional development session to all content area teachers in the fall. During these sessions, teachers learn and practice methods and strategies for making content comprehensible for ELLs. The methods include but are not limited to:

- Write newly introduced concepts in large, clear letters on the board
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into the unit

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention.

4. How do we ensure that ELLs are appropriately evaluated in their Native Language?

We administer the LAB-R in Spanish to students who speak Spanish, and make the same determinations about other students based on informal interviews with the student and their family, and based on evidence from their previous educational records.

5. How do we differentiate between ELL subgroups?

a. SIFE Students

SIFE students receive basic instruction on how to read and write. ELL SIFE students receive instruction on reading and writing using the Latin Alphabet, the writing system shared by many languages throughout the world, from both ESL and ELA teachers. ELL SIFE students are also included in all regular classes as well as ESL class. As we work on their basic literacy, we sometimes modify unit projects in order for them to be able to display their learning through visuals or auditory recordings. This allows SIFE students to be included in course work with their peers while giving them a chance to show their learning and achieve success in their class work.

b. ELLs with Fewer than Three Years in US Schools

Newcomer ELLs receive instruction in all subjects as well as ESL. They may also receive some test preparation for acuity testing to habituate them to the US model of testing and tracking, which they may or may not be familiar with in their home countries. Students who are highly literate and at grade level in their home language can benefit from these interventions. Students who are significantly below grade level in their home language are given extra time during Enrichment hours in addition to their literacy and ESL work during the day to get them ready for high-stakes testing.

c. How Do We Work with Borderline Long Term ELLs?

ELLs having received four to six years of service are included in all course work, including ESL. The ESL teacher partners with subject-

A. Programming and Scheduling Information

area teachers to focus on these students to provide them with extra subject-area vocabulary. The ESL teacher also pushes into classes to make sure these students are preparing to test out of ESL via the NYSESLAT. The ESL teacher uses data to learn which of the four instruction/performance areas (reading/writing/speaking/listening) needs the most strengthening for each of these students, and works on that area with each student.

d. How Do We Work with Long-Term ELLs?

Students having received six or more years of ESL services, in other words Long-Term ELLs, usually, though not always, fall into one of three categories:

- i. SIFE Students
- ii. Students with Special Needs
- iii. Students with family/attendance issues

Recognizing that each student is unique, our school tries to understand the reasons why a student would need more than six years of ESL services when so many students rapidly in English, our school using push-in ESL, counseling for students with family issues, and literacy interventions for students who have lagged seriously behind in their reading levels in both English and Spanish. The ESL teacher attend works with the school inquiry team and attends their regular meetings to address the specific challenges these students are facing and provide interventions designed to help them move forward.

6. 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?

At all levels, and across all disciplines, Lyons teachers collaborate to ensure that each student receives instruction that reflects both grade-level and Parents based content, and the individual needs of the student; in some cases students are taught in sheltered content classes

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLS, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

9. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible. All former ELL students were given testing accommodations according to New York State board of regents guidelines as needed. Students were provided a separate location, extended time, glossaries and directions/questions read where necessary.

10. and 11. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Lyons has developed its own ELL literacy intervention called Critical Literacy. Students in this class practice writing by developing the phonemic connection to the letters of the alphabet. In following units, they begin to write short autobiographical vignettes with their new writing skills. These vignettes become more elaborate over time, with specific tasks, such as writing a short passage about at time when the student had to make a decision. These vignettes are regularly bound into books and the students give public readings attended by teachers and fellow students. Lyons currently has no plans to discontinue any ELL programs or services. In other words, all programs from prior years will continue. The rationale for this is that the programs are working.

12. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLS, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

9. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible. All former ELL students were given testing accommodations according to New York State board of regents guidelines as needed. Students were provided a separate location, extended time, glossaries and directions/questions read where necessary.

10. and 11. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Lyons has developed its own ELL literacy intervention called Critical Literacy. Students in this class practice writing by developing the phonemic connection to the letters of the alphabet. In following units, they begin to write short autobiographical vignettes with their new writing skills. These vignettes become more elaborate over time, with specific tasks, such as writing a short passage about a time when the student had to make a decision. These vignettes are regularly bound into books and the students give public readings attended by teachers and fellow students. Lyons currently has no plans to discontinue any ELL programs or services. In other words, all programs from prior years will continue. The rationale for this is that the programs are working.

12. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

By programming ELLs for all their regular classes with the addition of an ESL class and favoring ESL push-in rather than ESL

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. How are parents, including parents of ELLs, involved in the school?

Parents are involved in the school primarily through the Parent-Teacher Association. The PTA comes up with ideas to support the school and what it needs to support the children. The PTA also addresses the needs of families by involving them in the college planning process and offering useful seminars, such as financial planning meetings run by certified financial planners. Parents of ELLs are invited to participate and do they do participate in PTA meetings and activities. Parents of ELLs also receive regular phone calls and letters from teachers and advisors, either English or in their native language, as per their choice, regarding their students' progress.

Additionally, parents are invited to participate in a Saturday ESL program during the Spring semester. Parents benefit from this experience and sometimes invite members of the greater neighborhood community to participate with them.

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

We partner with the Brooklyn Public Library for both ELLs and parents of ELLs. The BPL provides literacy services for parents of ELLs and their children. Not only do our ELL students and parents make use of the services offered by the library, but representatives from the library come on site to make sure students have access to all the available services.

3. How does the school evaluate of the needs of the parents?

During intakes of new ELL students we informally (as well as formally) interview parents to learn as much as we can about their goals and needs. We also query the parents directly at PTA meetings and through phone calls about what they need.

4. How do your parental involvement activities meet the needs of the parents?

By asking parents directly what they need from the school, we try to provide parent services that correspond to parent need within the limits of our school's budget and staff resources. By maintaining consistent contact with families, we can remain attentive to the ongoing and changing needs of our students and their families.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLS, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.

- Write newly introduced concepts in large, clear letters on the board

- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLS, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

9. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible. All former ELL students were given testing accommodations according to New York State board of regents guidelines as needed. Students were provided a separate location, extended time, glossaries and directions/questions read where necessary.

10. and 11. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Lyons has developed its own ELL literacy intervention called Critical Literacy. Students in this class practice writing by developing the phonemic connection to the letters of the alphabet. In following units, they begin to write short autobiographical vignettes with their new writing skills. These vignettes become more elaborate over time, with specific tasks, such as writing a short passage about a time when the student had to make a decision. These vignettes are regularly bound into books and the students give public readings attended by teachers and fellow students. Lyons currently has no plans to discontinue any ELL programs or services. In other words, all programs from prior years will continue. The rationale for this is that the programs are working.

12. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLs, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

9. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible. All former ELL students were given testing accommodations according to New York State board of regents guidelines as needed. Students were provided a separate location, extended time, glossaries and directions/questions read where necessary.

10. and 11. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Lyons has developed its own ELL literacy intervention called Critical Literacy. Students in this class practice writing by developing the phonemic connection to the letters of the alphabet. In following units, they begin to write short autobiographical vignettes with their new writing skills. These vignettes become more elaborate over time, with specific tasks, such as writing a short passage about a time when the student had to make a decision. These vignettes are regularly bound into books and the students give public readings attended by teachers and fellow students. Lyons currently has no plans to discontinue any ELL programs or services. In other words, all programs from prior years will continue. The rationale for this is that the programs are working.

12. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

By programming ELLs for all their regular classes with the addition of an ESL class and favoring ESL push-in rather than ESL

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teachers at Lyons will participate in in-house literacy and reading training with the general staff and will be participate in at least one ELL-focused professional development session outside of the school during Professional Development days over the course of the school year. During our orientation week, members of our ESL team provided workshops to staff, focusing on literacy and readers/writer's workshop. Staff attending discussed and explored issues of anxiety and apprehension, as well as i. In addition, ESL staff members visit weekly grade team meetings to train and troubleshoot with teachers. All paraprofessionals and deans particiapte as well in scheduled professional development centered around ESL issues. In addition, Matthew Finn, our outgoing ESL coordinator, conducted a workshop for administrators and office staff in August 2011 to address intake procedures.

2. The ESL Coordinator works with staff who help students, including ELLs, transition from middle school to high school at the end of the school year, for example. During the last month of the school year, ELLs who are matriculating from Middle School to High School will be interviewed and assessed by their prospective ELA and ESL teachers. Parents are also provided with PTA and curriculum night workshops about what they can expect during their High School years. Additionally, families of students entering Middle School from their Elementary School years participate in the same types of sessions.

3. All teachers of ELLs who are not ESL Certified participate in instructional sessions given by the ESL teachers to learn and practice using best practice methods for ELLs in their classroom, and our Middle School Literacy Coach works with the ESL teachers to ensure that there is continuity and agreement between English Language Arts classrooms and ESL instruction. These sessions have been described above. Instructional sessions are created and delivered by the ESL teaching staff and designed to help teachers who are not ESL Certified support the ELLs at the school. These sessions are giving during Professional Development days. Records are reflected in the Professional Development Calendar, and in sign-in sheets and attendance records for staff.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. How are parents, including parents of ELLs, involved in the school?

Parents are involved in the school primarily through the Parent-Teacher Association. The PTA comes up with ideas to support the school and what it needs to support the children. The PTA also addresses the needs of families by involving them in the college planning process and offering useful seminars, such as financial planning meetings run by certified financial planners. Parents of ELLs are invited to participate and do they do participate in PTA meetings and activities. Parents of ELLs also receive regular phone calls and letters from teachers and advisors, either English or in their native language, as per their choice, regarding their students' progress.

Additionally, parents are invited to participate in a Saturday ESL program during the Spring semester. Parents benefit from this experience and sometimes invite members of the greater neighborhood community to participate with them.

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

We partner with the Brooklyn Public Library for both ELLs and parents of ELLs. The BPL provides literacy services for parents of ELLs and their children. Not only do our ELL students and parents make use of the services offered by the library, but representatives from the library come on site to make sure students have access to all the available services.

3. How does the school evaluate of the needs of the parents?

During intakes of new ELL students we informally (as well as formally) interview parents to learn as much as we can about their goals and needs. We also query the parents directly at PTA meetings and through phone calls about what they need.

4. How do your parental involvement activities meet the needs of the parents?

By asking parents directly what they need from the school, we try to provide parent services that correspond to parent need within the limits of our school's budget and staff resources. By maintaining consistent contact with families, we can remain attentive to the ongoing and changing needs of our students and their families.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	5	2	5	3	0	21
Intermediate(I)							2	1	3	8	6	8	4	32
Advanced (A)							8	5	3	1	7	1	3	28
Total	0	0	0	0	0	0	13	9	11	11	18	12	7	81

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
--------------------	-------------------	---	---	---	---	---	---	---	---	---	---	----	----	----

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	3	1	1	2	2	0
	I							1	0	2	3	2	4	1
	A							6	2	3	2	2	2	5
	P							5	4	5	5	8	3	1
READING/ WRITING	B							3	3	5	2	1	2	0
	I							2	1	3	8	6	7	4
	A							6	5	3	1	6	1	2
	P							2	0	0	0	1	1	1

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	6			9
6	4	2			6
7	8	3			11
8	6	3			9
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	3	2	5	2	1				13
6	2	2	3		2				9
7	1	2	8						11
8	3	1	3		3				10
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3	1	8						12
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		2	
Integrated Algebra	19	10	12	7
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5	10	3	8
Physics				
Global History and Geography	7	10	2	6
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use the Performance Series and WRAP assessment to determine fluency, vocabulary and general English literacy comfort. The majority of our ELLs are reading in English substantially below grade level, and for many of them their native language literacy is not

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Lyons Community School</u>		School DBN: <u>14K586</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Taeko Onishi	Principal		10/13/11
Nicholas Merchant-Bleiberg	Assistant Principal		10/13/11
Minerva Cantor	Parent Coordinator		10/13/11
Robert Whiteman	ESL Teacher		10/13/11
Tarra Mentore	Parent		10/13/11
Peter Litman	Teacher/Subject Area		10/13/11
Joshua Sol Lewis	Teacher/Subject Area		10/13/11
Jody Madell	Coach		10/13/11
Sarah Schauben-Fuerst	Coach		10/13/11
Carmen Acosta	Guidance Counselor		10/13/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K586 **School Name:** Lyons Community School

Cluster: New Visions **Network:** Manhattan-Queens (CFN 561)

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In addition to our 81 identified English Language Learners, we have a large number of students whose families prefer communication in a language other than English. When students enroll at Lyons or at the beginning of each year, the primary parent/guardian fills out a "blue card." On the form there are questions that ask, preferred written language and preferred spoken language for the parent/guardian. This enables our school community to know what language these parent would prefer us to use. Our regular calls to all families, starting with the first of the year, ensure that we have an accurate list of what languages family members prefer.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings are as follows: 1) That many of our families benefit from translation of written materials used for communication; 2) Families who prefer another language benefit from a staff member providing translation and translated versions of printed materials during monthly PTA meetings, all workshops, orientation sessions, family conferences and special events such as Curriculum Night and Talent Shows. These findings have been announced to our school families during PTA and SLT meetings and included in our Student/Family Handbook.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our secretary is fully bilingual in Spanish and English to the extent that she has a Bachelor's degree completed completely in Spanish and a Master's degree in English, and was certified to be an ELA teacher through the Teaching Fellows program. While a number of our bilingual staff takes on the responsibility of translating document, our secretary is always available to proofread and edit written translations. Individuals who need something translated are in communication with our translators to make sure they are giving them sufficient time to translate the work. Since we have numerous translators, things typically move along smoothly. For other languages we avail ourselves of the DOE support systems, or the families preferred method of translation, which usually consists of using one of their family members who is bilingual.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Whenever a parent or caregiver meets with school staff to discuss student progress (including IEP meetings), our Parent Coordinator or otherwise able translator is provided. When necessary - if a parent/caregiver requires translation for a specific dialect one of our staff members cannot provide, we make use of the Department of Education Translation Services, including phone conference calls and in-person translators when necessary. Of our families who do not speak English, most of them speak Spanish or Arabic. 75% of our office staff speak Spanish fluently, as well as both guidance counselors, one dean and a number of our teachers. With Arabic and other languages, our families have typically opted to bring someone who speaks both English and their home language as a translator

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

While Lyons Community School does not qualify for article D of section VII, our school does notify families of their entitlement to translation services in all of the covered languages. Our Parent coordinator, who is bilingual (English and Spanish) has attended numerous trainings but has not yet attended one targeting translation.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lyons Community School	DBN: 14K586
Cluster Leader: Alice Young	Network Leader: Derek Smith
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✳Other: supplemental, during the school day, reduced class size and push in
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✳6 ✳7 ✳8 ✳9 ✳10 ✳11 ✳12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We believe the best way to support our ELLs is to bring those support system into the school day when we know the students who need the support the most will benefit. While we encourage our ELLs to participate in all the activities available to students, which include extensive academic and extracurricular activities, there are not classes outside the school day exclusively for ELLs. Instead we believe having three full time ESL certified teachers in our school for our 81 ELLs is the best support we can offer. This allow us to have a fluid and complex schedule where some ELL students are able to get far more support than their mandated hours, and progress in both their English language development and academic skills. This support comes in both smaller class size with an ESL teacher and co-taught classes where one of the teachers is ESL certified.

Of our 81 ELLs, 45 of them receive more than their mandated number of hours with an ESL teacher. On average they are receiving more than 5 additional hours of ESL instruction, with some newcomers receiving as much as 13 additional hours each week. For others, they are also given instruction in their native language (if it is Spanish) to supplement their academic growth.

The programming of these classes is personalized for each student depending on her or his needs and strenghts. We ideally want students who can be successful in mainstream classes to be thusly challenged. We have seen that students who are placed in these classes have been successful to the point that many of them are the strongest students on those classes. When we see, or predict ahead of time, that a student may not be doing his or her best due to a lack of support, particularly langauge support, we put them in a smaller class with an ESL teacher. For instance in our HS science program, 10th grade ELLs who are intermediate or beginner are automatically placed in the ELL Living Environment class with a certified ESL teacher. If at the end of the year they have done well in the class, including doing well on the Living Environment Regents, they will be mainstreamed into a regular Chemistry class. Students who are advanced ELL students will be placed in the class based on recommendations from the ESL team as well as their 9th grade science teacher. We have extensive planning conversations in the spring, which continues through the summer, that include discussing and review the trascripts of each student as well as other relevent information, to determine the ideal schedule.

We currently have two 6th graders, three 7th graders, seven 8th graders, eight 9th graders, twelve 10th graders, nine 11th graders and four 12th graders who are receiving supplemental services with an certified ESL teacher. The majority of these supplemental classes meet four hours a week. In addition, there are 10 ELLs who are receving Native Language instruction in Spanish four hours a week.

All of these classes have reduced student-teacher ratio, either through having smaller classes or through having a second teacher in the room (one of which is an ESL teacher).

Class sizes: (average class size for non-ESL classes 25)

ESL grades 6, 7, 8: 14 students

Part B: Direct Instruction Supplemental Program Information

ESL ELA grade 6, 7, 8: 9 students

ESL Field Studies grade 8: 24 students (5 ESL students), 2 teachers (one is an ESL teacher)

ESL grade 9: 8 students

ESL ELA/SS grade 9: 8 students

ESL Field Studies grade 9: 30 students (8 ESL students), 2 teachers (one is an ESL teacher)

ESL Living Environment HS: 16 students

ESL Global Studies HS: 15 students

ESL HS: 12 students

ESL ELA HS: 8 students

ESL HS: 17 students

Part C: Professional Development

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

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

Begin description here:

Most of our students, in addition to our ELLs, are below or significantly below grade appropriate reading level and other academic skills. While some of our ELLs are some of our strongest academic students throughout our school, others, particularly our SIFE students, need significant support to be successful in school. We believe the PD our ELL teachers receive should not be radically different from our full staff, but that is in part because each teacher at our school is receiving targeted PD around their personal areas of growth.

The ESL/Title III team meets on a bi-weekly basis with the principal to discuss ESL and support issues for ELLs. These meetings are 50 minutes long. The team has been working on their own practice, doing intervisitations both within the school (visiting other ESL teachers as well as other teachers throughout the school), and other schools with significant ELL populations. These intervisitations are debriefed and ideas generated from these visits implemented in ESL classes.

Additionally, the ESL team works on improving instruction across the school for ELLs. This includes pairing with and sharing best practices with non-ESL teachers who are working with ELLs, as well as providing PD to the other teachers about their work and recommended ELL teaching strategies. These PDs happen during grade team meetings, department meetings and full staff meetings. The team is working on creating an overarching instructional guide, along with an evaluation of where each of our students lies on the two continuum, English proficiency and Native Language proficiency. The guide will suggest the most appropriate strategies and supports for students who fall along different parts of the two continua.

In addition with working together as a team, and with the principal, and the school's Leadership Development Facilitator, who is an experienced ESL consultant, the ESL team has been training in QTEL and other current ESL recommended strategies.

Part C: Professional Development

Through their personalized PD plan, they are also receiving support in their particular areas of need, which include improving literacy instruction and reading support, writing in the content areas, vocabulary development and language acquisition from the coaching team at the school.

Part D: Parental Engagement Activities

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

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

Begin description here:

All of our ESL teachers are also advisors to ELLs and as a result keep in regular contact with families. Even those ELLs that are mainstreamed enough to not have an ESL teacher for an advisor, have an ESL teacher who is keeping in contact with their family. This regular contact continually reinforces the ideas communicated to all students, but takes in to consideration the unique circumstances the ELLs deal with in their education.

Topics covered include supporting your child with academic and English language development even if you yourself are not fluent in English or do not know how to do the work yourself, as well as how to continually communicate with your child about your expectations for them as well as how to support them both academically and socially. We have brought in families to talk about the challenges of raising your child in another country and the dangers of depending so highly on your child to be your connection to the new country. While most of this work is conducted by school staff, when necessary we bring in professionals from support organization, such as Interboro Mental Health Clinic, who have experience in these areas.

Families are informed about these events, and other regularly scheduled events for all families, through their advisor. If there is also a language issue, we also use our bilingual support staff to assist with communication. Families can also get information through mailings and other regular school communications.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$11,200	supplementing salaries for teachers to do additional hours of ESL support to our neediest ELLs.
TOTAL	\$11,200	