



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LEXINGTON ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M072

PRINCIPAL: ANTONIO HERNANDEZ **EMAIL:** AHERNAN7@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ T. CORTAZZO

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
Antonio Hernandez	*Principal or Designee	
Christine Rivera	*UFT Chapter Leader or Designee	
Jaysen Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carolina Garcia	Member/Parent	
Reinoso	Member/Parent	
Elizabeth Smith	Member/Parent	
Linda Sanchez	Member/Teacher Chairwoman	
Lizzette Javier	Member/Teacher Secretary	
Aurea Lugo	Member/Teacher	
Emily Rodriguez	Member/Teacher	

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

- Increased Parental Communication, Involvement and Engagement

Comprehensive needs assessment

- Aligning with the fundamental practices of what makes a quality school; this goal will be aligned with the DOE's Quality Review Statement 2.4, which calls for engaging families in school decision making activities and an open exchange of information regarding students' progress toward school and class expectations. It has become increasingly important in making sure that our parents are actively involved, and engaged in the school community, and that the entire school community, including members of the SLT—PTA, School Administrators, Teachers and Support Staff actively provide parents with venues for becoming active in their child's educational journey.

Instructional strategies/activities

- The leadership at Lexington Academy, including, members of the School Leadership Team (SLT), Principal, Assistant Principal (AP), Literacy Coach, Teacher Instructional Team, the Parent-Teacher Association (PTA) Executive Board, and other members of the school team will engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school and class expectations, including information on students' academic, attendance, and behavioral strengths and weaknesses and recommendations for improvement, including conversations and support around the Common Core Learning Standards (CCLS). School leaders will at minimum: Hold the required PTA meetings. Provide learning workshops around the CCLS, ARIS Parent Link (APL), sponsor grade level meetings for parents with targeted strategies around literacy and mathematics, as well as content areas. Strategically the following will be conducted in an effort to ensure increased parental involvement: Monthly newsletters that will be sent home including grade level curriculum information with ways for parents to support the curriculum at home. Our Parent Coordinator will continue to conduct a needs assessment survey which will be sent to every home in the first third part of the school year, in order to better identify the needs of our parent community. Utilizing a similar survey, parents' talents and strengths will be assessed and given the opportunity to volunteer in the school in various capacities that builds on their strengths. Parent Coordinator will coordinate activities and workshops at least monthly, inviting critical staff members, to present and share information with parents in an informal setting. We will continue to provide our adult ESL classes to our parents thereby equipping our parents with the skills necessary to advocate for their child's education, and supporting their children with their academic needs. As presented in our Parent Compact, ARIS parent workshops will continue monthly, and we will have assigned open access times for parents to use our computer lab and/or computers in the PTA room. The principal and the parent coordinator will organize a variety of activities including informal chat sessions whereby parents will be given the opportunity to share in concerns and discussion. The Principal and the AP will create "learning walkthroughs" for parents thereby providing access for parents to experience what their child is learning. Parents will participate in Columbia University Teachers College trainings to learn how to best support their child in the home.

Strategies to increase parental involvement

- These are specified in greater detail above.

Strategies for attracting Highly Qualified Teachers (HQT)

- We believe that every child must be provided with a highly qualified in order to maximize his/her learning capabilities. To that end we provide high level professional development from Teachers College Readers and Writers Project. We provide our teachers with ample opportunity for developing and refining their skills as professionals. We provide internal professional development on a weekly basis to support teaching and learning.

Service and program coordination

- Parents are provided with many opportunities to participate in a variety of workshops including, Asthma Awareness, Diabetes Prevention, Obesity, Healthy Eating and Cooking through our Cookshop Program. We provide ESL instruction through our partnership with the Adult Literacy Education Program provided by the DOE. We partner with local agencies such as Union Settlement and Children's Aid Society to provide after school programming, which has proven critical for many of our working families that cannot afford childcare.

Budget and resources alignment

- Title I 1 percent Parent Involvement Funds will be used to support parent learning in key areas as necessary in collaboration with the PTA and SLT, the funds will be utilized to build capacity for our parent that is directly linked to student achievement. Technical support will be given to parents by our AP, Parent Coordinator, Principal and PTA president. Time will be scheduled for parents to use our computer lab and for parent workshops as necessary.

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

- Support the academic and social/emotional needs of sub-groups, specifically, English Language Learners (ELLs) and Students with Disabilities (SWDs), that are consistently underperforming as compared to their peers on the same grade level.

Comprehensive needs assessment

- As identified by the New York State Department of Education (NYSDOE) and New York City Department of Education (NYCDOE) ELLs and SWDs at Lexington Academy are not making progress toward making Academic Yearly Progress (AYP), and/or have not shown sufficient progress on the Progress Report for the 2010--2011 academic year. Moreover, SWDs have not made Adequate Yearly Progress (AYP) for the academic year 2010—2012 and therefore this goal is both timely and appropriate for meeting the needs of all our subgroups.

Instructional strategies/activities

- Important to note is the fact that both ELLs and SWDs have specific needs in addressing their learning and achievement, however, a critical starting point to achieve the goal of increasing ELL's and SWD's achievement will include: The gathering and analysis of information on student learning outcomes to identify trends, strengths, and areas of need at the school level. Such a practice would be aligned with Quality Review statement 2.1, and generally follows quality school practices that promote student achievement. At minimum the following will be implemented to support the needs of ELLs and SWDs: All school personnel, including, school leaders, guidance counselors, teachers, and parent leadership team will be actively involved in examining students' attendance, achievement on summative and formative assessments, trends in social and behavioral and referrals to the intervention team. Teachers, in groups of 4--6 students, will address the needs of specific students during the extended day period which has been redesigned (2x per week at 50 minutes each day and an additional day for teachers to examine student work products) to maximize instructional time and student progress. During the extended day, teachers will provide targeted instruction to students identified as ELLs and/or SWD. Teachers will also utilize the fifty minute period to work as teams of teachers to looking at students' performance in mathematics and addressing their needs through Performance Based Assessments and accompanying rubrics to provide a clearer picture of students' deficiencies and strengths. Teachers of ELLs in grades PK—2 will implement a phonemic program to address the needs of students. A newly hired staff developer, Ms. L. DiCosmo, will be providing support to Special Education teachers in areas of differentiation, and multiple modalities for learning. Ms. Dicosmo will also provide professional development on best practices for instruction for SWDs. The AIS teacher, Ms. Javier, will be providing support and instruction to ELL students in content areas, and providing the same students with strategic skills around test sophistication for ELLs, based on the data. An after school program for ELLs, through the Saturday Academy, will provide additional support for students needing continued after school instruction. ELLs' and SWDs' Progress will be measured intermittently beginning with a baseline of all the data collected including NYS Standardized tests, ITAs, Periodic Assessments, NYSESLAT, Running Records and Teachers' formal/informal observations. Instructionally targeted intervention will be provided and ongoing formative assessments will be administered. The assessments to be used will include teacher made Acuity tests that mirror the assessments used in the baseline. Students' goals will be determined and revised with student input on an ongoing basis. The AP and the Principal will have monthly meetings with teachers of ELLs and SWDs. The AP will meet with

all teachers PK—2 and the Principal will meet with all teachers grades 3—5.

Strategies to increase parental involvement

- All parents will receive information regarding their child’s learning and achievement levels. Parents will be provided with opportunities to meet with their child’s teacher(s), school administration, and support staff. Parents will be provided with data to substantiate their child’s progress. Data provided may come from sources such as ARIS PL, informal classroom data and State/City summative and formative assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Classroom teachers will be provided with opportunities to attend outside professional development which they will be expected to “turnkey” with other teachers. Internal professional development will be provided by the literacy coach, and the assistant principal.

Service and program coordination

- As required under NCLB every effort will be made to ensure that subgroups including ELLs and SWDs are provided with a variety of opportunities to succeed on par with their peers. After school programs will be designed to provide ELLs and SWDs with opportunities to meet the rigorous demands expected by the Common Core Learning Standards.

Budget and resources alignment

- Title I and Title III funding will be used to support the after school general education, special education and ELL Academies. The Saturday academy will provide test sophistication and enriching opportunities for ELL students to become immersed in the developing and acquisition of the needed language for academic success. Title I and Tax Levy funds will also be used to provide to support our students in need of AIS as described above.

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

- Developing teacher effectiveness through the use of a coherent school wide practice of collaboration and cohesiveness about what the school believes about how students learn best.

Comprehensive needs assessment

- In keeping with the DOE expectations and the need for improving teacher quality and effectiveness to ensure student achievement and increased teacher performance.

Instructional strategies/activities

- School leaders will organize and make strategic use of the school schedule, times and resources to promote teacher learning walks. The Charlotte Danielson framework will be utilized as the lens to examine the school's alignment of pedagogy as defined by Quality Review Statement 1.2 and 1.3. The activities will include: Organizing teacher teams, led by school administrator(s) that will allow teachers to examine the schools, levels of planning and preparation, classroom environment, instruction and professional responsibilities. Actionable feedback will be provided by and to targeted walkthrough participants. Follow-up and actionable feedback will be provided by the AP and the Principal. Quantitative data will be analyzed as part of the needs assessment for professional development (PD) and continued improvement for teacher pedagogy. An example of needs assessment identification and subsequent PD may include the need for differentiation, questioning techniques, establishment of routines and procedures, setting instructional outcomes, grouping, etc... Informal observations with actionable feedback, (6—8), will be conducted for all teachers. Formal observations, particularly for non-tenured teachers and for teachers on a Teacher Improvement Plan, Teachers rated unsatisfactory or other areas of concerns that may arise regarding teaching and learning.

Strategies to increase parental involvement

- Parents will also take part in learning walks (see parent involvement and engagement: goal 1) to provide parents access to their children's learning experiences and to provide parents with the opportunity to ask questions and receive timely feedback about their child's school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers are teachers that are reflective of their practice and that continually develop their skills through a collaborative practice which includes all stake holders including parents and their colleagues. Providing teachers with professional development opportunities in a collaborative fashion will promote teachers professional growth.

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.

Budget and resources alignment

- Title I--specifically for master schedule alignment, providing coverage for per diem coverage as necessary.

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

- Implement a school-wide Balanced Literacy Program that will allow for coherence of instruction across the entire school, including horizontal and vertical teaching and learning, and including Specials (Cluster teachers), drama, science, art and music.

Comprehensive needs assessment

- This goal will help the school maintain its focus on meeting the DOE's Quality Review Statement 1.1, as well as meeting the needs of the students as defined in the school's Progress Report for 2010--2011.

Instructional strategies/activities

- With a more strategic focus on the practice of Balanced Literacy, teachers will be supported, through PD, which will be provided by Columbia University Teachers College, in specific areas of Balanced Literacy with a focus on responsive teaching, in order to best support the individual needs of students. Teachers will be able to address students' needs through the use of responsive teaching through specific components of Balanced Literacy including the read aloud, demonstration or modeled writing, shared reading, shared writing, guided reading, independent reading and independent writing, and word study. Utilizing classroom assessments, including formal and informal assessment data, for example in grades 3--5, the NYS Testing Program Item Analysis, running records, high frequency spelling and corresponding spelling stage, Periodic Assessments, ITAs etc... will provide teachers with information about their students areas of strength and deficiency. Staff Developers will help teachers address the students' needs through the different components of Balanced Literacy. As part of the responsive teaching approach, teachers will model specific strategies before reading and will monitor students while they read/write independently.

Strategies to increase parental involvement

- Parents will be recipients of professional development regarding the Balanced Literacy approach to reading and writing. Parents will be invited to attend workshops that support literacy and numeracy and will be trained about the Common Core Learning Standards. Parents will also have the opportunity to attend workshops to support literacy at home which will be provided by Columbia University Teachers College Reading and Writing Project.

Strategies for attracting Highly Qualified Teachers (HQT)

- Through our partnership with Teachers College, selected teachers will have the opportunity to take part in a variety of workshops that will support their skills and knowledge around best practices for teaching reading and writing.

Service and program coordination

- We are partnered with Teachers College which as required by NCLB is a research based provider of literacy instruction.

Budget and resources alignment

- Title I, 5%, and 10% funding will be utilized to support the staff development for all staff members.

ANNUAL GOAL #5 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 #5

- Support a school program that promotes common planning that will engender cohesive teaching and learning with the main goal of promoting student achievement

Comprehensive needs assessment

- This goal will meet or exceed the DOE's Quality Review Statement 1.3 and will have lasting impact on student learning and achievement.

Instructional strategies/activities

- The Principal will structure the use of teacher time, including, PD and preparation periods so that they coincide in each grade level at minimum 4 times per week and 1 period for PD with the AP or the Literacy Coach. The master schedule will reflect designated preparation periods at least 4 times per week whereby teachers will be able to dedicate time for planning and preparation, but beyond planning and preparation, teachers will be able to set goals, for themselves and their students, that they will develop based on student work and data. The use such structured times will result in improved instruction and students being engaged in challenging academic tasks. Regular meetings will result in accountable collaboration among all faculty and staff whereby teachers will develop goals for student progress. The master schedule will reflect designated preparation periods at least 4 times per week whereby teachers will be able to dedicate time for planning and preparation, but beyond planning and preparation, teachers will be able to set goals, for themselves, that they will develop based on student work and data. The use such structured times will result in improved instruction and students being engaged in challenging academic tasks. Regular meetings will result in accountable collaboration among all faculty and staff whereby teachers will develop goals for student progress.

Strategies to increase parental involvement

- Parents are informed of the high level planning that has been designated for teachers to meet and plan. On several occasions teachers have used this opportunity to meet with parents as a grade to share with parents information about their child's grade, i.e., grade level expectations, and current unit of study.

Strategies for attracting Highly Qualified Teachers (HQT)

- As a practice of collaboration and planning completely supports the Lexington Academy's belief that common planning, and a vision of cohesive curricular across grades maintains and supports HQTs.

Service and program coordination

- While no outside agencies are utilized to support this initiative a great deal of organizational strategizing, in terms of human and capital resources go toward supporting this initiative.

Budget and resources alignment

- Title I, CFE and FSF funding will be utilized to support teacher collaboration.

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	1	1	N/A	N/A	7	0	2	0
1	2	2	N/A	N/A	7	0	3	0
2	5	5	N/A	N/A	4	0	1	0
3	17	17	N/A	N/A	5	0	4	3
4	8	8	8	8	3	0	1	7
5	7	7	8	8	2	0	4	10
6								
7								
8								
9								
10								
11								
12								

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	We currently have one fulltime AIS teacher and one SETSS teachers also serving as a part time AIS provider. The AIS providers support students in grades K—5 with Tier II interventions; these students have been identified as at risk. The times/periods that the students receive intervention vary and the groups are flexible. Students in the upper grades receive support around the areas of need according to the City/State data. Students are also provided with support using Wilson and Foundations and Wilson; this is particularly important for the lower grade students, though not exclusively.
Mathematics	The AIS teachers provide support to students in mathematics as needed. Students are provided with support around their specific area of deficiency according to assessments conducted in the classroom and city/state data. It is not uncommon for the AIS teachers to alternate between ELA and Mathematics support from student to student and group to group. All service is provided in small group work.
Science	We currently have two science teachers providing instruction to students at different grade levels. One teacher is dedicated to the lower grades and the other is dedicated to the upper grades. Science support is differentiated in the classroom by the teachers. The teachers allow for hands-on activities, small group work and if needed the science teacher works with students during the extended day to provide intervention.
Social Studies	The bilingual AIS teacher provides students with Social Studies by merging the content area with ELA. The focus is primarily on non-fiction support which takes place during the school day in small group session. Identifying the needs of the students in Social Studies and aligning the needs to literacy is a major factor in supporting students at risk.
At-risk Services provided by the Guidance Counselor	We have weekly meetings in which students “at risk” are identified. The counselor along with the rest of the SBST identifies the best support for each child identified as at risk. Small group or one-to-one sessions are provided for a specified amount of time. Parents are informed of progress and next steps as necessary.
At-risk Services provided by the School Psychologist	Currently our school psychologist supports students in crisis, for example a student that may need support because s/he is unable to function in the cafeteria/recess or other large setting.

At-risk Services provided by the Social Worker	Our social worker is part of the SBST and provides AIS support in much the same manner that the counselor provides.
At-risk Health-related Services	The nurse continues to provide our asthmatic students with small group support primarily focused on educating the students to manage their asthma such as avoiding triggers, recognizing warning signs, etc...

**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

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 school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 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 in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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 of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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 Day events;
- establishing a Parent Resource Center/Area or lending library; instructional 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 and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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 semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 Lucius Young	District 04	Borough Manhattan	School Number 072
School Name Lexington Academy/PS 72			

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

Principal Anthony Hernandez	Assistant Principal Stephanie Garren
Coach type here	Coach type here
ESL Teacher Emily Rodriguez	Guidance Counselor Martha Emanuel
Teacher/Subject Area Sara Yerry/Bilingual K	Parent Smith
Teacher/Subject Area type here	Parent Coordinator Evelyn Escalera
Related Service Provider type here	Other type here
Network Leader Lucius 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	1	Number of certified bilingual teachers	18	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	15
Number of teachers who hold both a bilingual extension and ESL certification	1	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	536	Total Number of ELLs	136	ELLs as share of total student population (%)	25.37%
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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. We administer the Home Language Information Survey (HLIS) to all parents entering our school. Parents are interviewed by a licensed pedagogue. If deemed eligible, the LAB-R is administered to establish entitlement. If students are entitled, parents are informed of all program choices and fill out the Parent Surveys and Program Selection forms at informational meetings held at our school. The meetings are held by at least one bilingual staff member (English/Spanish) and by our ESL teacher. For parents who speak a language other than Spanish we attempt to have a translator present whenever possible. For parents who are unable to attend these meetings, individual meetings are scheduled. The person responsible for the identification of ELLs and providing as well as structuring the follow-up support is Ms. Emily Rodriguez, a licensed ESL teacher. Also supporting the initial screening and assessment of potential ELLs is a licensed bilingual AIS teacher, Ms. Lizzette Javier. The compliance calendar is strictly adhered to and all new students that require the LAB-R are assessed within the compliance requirement timeframe. ATS reports, including the RLER and the RADP are continuously run, monitored, and cross-referenced to ensure that students eligible for the appropriate assessments (LAB-R, NYSESLAT) are in fact assessed. ALL ELLs take the NYSESLAT exam. Teachers receive training and support in test preparation for the NYSESLAT exam. ELLs are invited to our after-school and Saturday test sophistication classes in order to prepare them for the exam.

2. At the beginning of each school year, the ESL teacher, accompanied by several bilingual teachers, provide a workshop for all our parents to inform them of the choices they have regarding programs for English Language Learners. Parents are presented with the video developed by the NYC DOE titled "Orientation Video for Parents of ELLs." Additionally, parents are educated about the structure of our Transitional Bilingual and Freestanding ESL programs. Parents are also informed of their right to have access to the model of their choice.

3. Parents are invited to an orientation meeting to become educated about their rights and options as parents of ELLs. Parents of new ELL students that do not attend one of the 2 meetings offered are called by the Parent Coordinator and the information is shared either via telephone or a meeting is made for the parent to meet with the ESL teacher. Entitlement letters are sent home to all parents of ELL students at the culmination of the group or individual orientation meeting.

4. All parents whose children are identified as ELLs are provided with one of 2 choices, Freestanding ESL or Transitional Bilingual program. Students who speak Spanish at home as indicated in the HILS and who demonstrate dominance in Spanish as indicated by their Spanish LAB-R scores are offered placement in our Transitional Bilingual Program. Students who speak a home language other than Spanish are offered Freestanding ESL services. Parents are consulted with in their native language about any decisions made about their child's placement. Parents are provided with translations of the following documents from the Office of English Language Learners: HILS, ELL Parent Brochure, Parent Survey and Program Selection Form, Entitlement Letter and Placement Letter.

5. The trend at our school remains for parents to select transitional bilingual classes for their children. The great majority (96%) of parents select these classes. A few parents choose ESL as a pull-out service (4%). Both of these programs are offered at our school.

6. The programs offered at our school are fully aligned with parent requests. Parents are always given their first choice. We have transitional bilingual classes on every grade level, which makes it possible to honor the most popular choice. If a parent requests a program that we do not offer, transfer options are explained.

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*	No●	If yes, indicate language(s): English/Spanish
Dual language program	Yes●	No*	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%)	20	21	0	19	20	17								97
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	4	15	8	4	6								39
Push-In														0
Total	22	25	15	27	24	23	0	0	0	0	0	0	0	136

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	102
SIFE		ELLs receiving service 4-6 years	34
		Special Education	36
		Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	71		21	26		13				97
Dual Language										0
ESL	31		1	8		1				39
Total	102	0	22	34	0	14	0	0	0	136

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	21	0	19	20	17								97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	20	21	0	19	20	17	0	97						

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	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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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: ____

Hispanic/Latino:

Native American: ____

White (Non-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
Spanish	2	2	14	8	4	3								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	1			3								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	4	15	8	4	6	0	0	0	0	0	0	0	39

Part IV: ELL Programming

A. Programming and Scheduling Information

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. There are two organizational models that are followed at Lexington Academy to provide instruction to our ELL students: Transitional Bilingual and Freestanding ESL.

a. Organizational Models

Transitional Bilingual Program

There is a Spanish/English Transitional Bilingual class on every grade level (with the exception of 2nd grade) from Pre-K to 5th grade, in our school. The Transitional Bilingual Program at PS 72 is designed to service beginner and intermediate English Language Learners. It is a program that educates ELLs using both English and Spanish. Our model of instruction recognizes the importance of supporting the long-term linguistic, academic and cognitive development of ELLs through their native language. The instructional program follows the designated model for beginner, intermediate, and advanced students. That is, the students receive 60% of their instruction in their Native Language, in this case Spanish and 40% of their instruction in English when they are beginners. As the children progress through the program, the percentage of native language instruction decreases in favor of more time spent in English. By the time the students reach the advanced level, the instructional program is 75 percent English, 25 percent native language. The transitional bilingual program meets all of the New York City Department of Education and New York State guidelines as outlined in CR Part 154.

Freestanding English as a Second Language

Our ESL program follows a pull-out model. We have one licensed ESL teacher who services all students in the ESL program. ESL students are serviced in small groups by proficiency level.

b. Structures

The Transitional Bilingual model follows the block model with the class traveling together as a group. One teacher provides instruction 6 periods a day and a separate specialist provides instruction during the teacher's preparation period once daily (i.e., music, science, physical education, drama). The ESL program provides small group instruction to students of the same English proficiency level.

2. Each teacher submits a detailed program schedule to the administration in September of each year. These program schedules outline the days of the week and amount of instructional time dedicated to explicit ESL, explicit ELA, explicit NLA, and content-area instruction. These program schedules are reviewed to ensure that all eligible students in the Transitional Bilingual and Freestanding ESL program receive the mandated number of instructional minutes according to proficiency level.

A. Programming and Scheduling Information

a. Explicit ESL, ELA, and NLA instructional minutes are delivered in each program model

3. We currently utilize the workshop model for both reading and writing, through extensive professional development and support from staff developers from Teachers College Columbia University, the workshop model is used for NLA and ELA instruction. Writing and math instruction are provided in both Spanish and English in bilingual classrooms. All grades use Everyday Math Curriculum; math is also

provided in both Spanish and English. The ESL teacher uses Harcourt's Moving into English program to support the development of English

oral language skills during ESL instruction. ELL students in grades 3-5 receive integrated social studies and technology instruction in our school technology lab. Laptop computers are also available for all classes in grades 3-5. Students in grades K-2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math stations. All of our grade leaders have a projector and document camera in their classroom that are used to maximize comprehensible input during all instructional periods but particularly during ESL/ELA instructional time; the technology is shared among all classroom teachers.

In bilingual classrooms, native language support is provided in all subject areas including NLA, writing, math, science, and social studies. The

amount of time spent instructing in Spanish declines as children progress through the grades. In NLE classrooms, native language support is

provided once daily across all of the grades in the form of vocabulary study and word work.

In addition, our ESL teacher uses the "Moving Into English" program as one of her resources, particularly with grades kindergarten through

3rd grade. This is a complete program that incorporates speaking, listening, reading, and writing skills using a variety of strategies.

In the upper grades (grades 3 -6) teachers use Santillana's "Lenguaje Y Comunicación" as part of the Native Language Arts curriculum.

Content areas are generally taught in English in the upper grades, providing scaffolding and support as needed. Newcomers are provided with content area instruction in their Native Language in small groups whenever possible. Lower grade bilingual classes provide content area instruction in Spanish. Curriculum materials are available in both languages. In addition, all bilingual classes are equipped with a variety of genres in their classroom libraries in both languages.

4. We ensure that ELLs are properly evaluated in their native language in a variety of ways. In our early childhood Transitional Bilingual classrooms (PK-2nd) students are evaluated using EL SOL, a Spanish language literacy assessment. Running records are conducted using Spanish texts. The phonics program Estrellita provides additional information to lower-grade Math, science, and social studies

5. Instruction is differentiated for ELL subgroups in the following ways:

a. SIFE students have access to AIS reading and math instruction, ESL pull-out services and bilingual SETSS instruction. When appropriate,

basic literacy skills are first taught in Spanish by classroom teachers or support staff. We make every effort to provide SIFE students with content area material that is appropriate to their grade and reading level.

b. Our newcomers are most often placed in Transitional Bilingual Classes and benefit from the support of a licensed bilingual teacher.

Therefore, they have access to native language supports across the content areas and access to a teacher who has a sense of respect for native language and culture of origin. The bilingual teacher works to maintain and develop additional skills in the students' native language while also teaching English Language Arts and English as a Second Language. For newcomers who are not in our Transitional Bilingual Program, our ESL teacher services them via our Freestanding ESL program. Newcomers receive the mandated number of ESL

instruction as outlined in NYS CR Part 154. Our summer English Enrichment program for our newcomers works to develop English language skills across the four modalities (listening, speaking, reading and writing) while exposing them to many artistic and cultural venues across New York City via field trips. Additionally, newcomers are invited to participate in our Saturday test sophistication

program which aims to prepare students to take the NYSESLAT, NYS Math and ELA exams.

c. ELLs going on 4—6 years of service, are monitored closely, whether in the TBE, NLE or FS-ESL. NYSESLAT data is analyzed and

A. Programming and Scheduling Information

comparative analysis is made with the NYS ELA and Math tests. These students are also monitored by their classroom teachers and their language needs are addressed through highly-differentiated literacy and math instruction. Students are provided with additional English language support either through the extended day period, or through our after-school Title III program.

d. Our plan for long term ELLs is to look carefully at our formal and informal data in order to determine areas of instruction for targeted intervention. We aim to determine why students have not yet reached proficiency in English and then tailor our instruction to meet the English language needs of long term ELLs. Some of our long term ELLs are ELLs-SWDs; we work with their related service providers to bolster English language skills via small group or one-on-one instruction. When appropriate we consider whether our ELL-SWDs should have their language of instruction changed on their IEPs. Our long term ELLs are also invited to our test sophistication after-school program.

6. Teachers of ELL-SWDs use a variety of instructional strategies and grade-level materials to provide access to academic content areas and accelerate English Language development. We have a Transitional Bilingual Special Education Class on every grade level in order to best support the academic and emotional development of our ELL-SWDs. Teachers in these classrooms are sensitive to the academic and linguistic needs of their students. As such, instruction across content areas is highly differentiated to meet the individual needs of each student. When English becomes the dominant language for our ELL-SWDs we change the language of instruction on their IEP to English.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our ELL-SWD students follow the same curriculum as our general education students; teachers adapt and supplement the curriculum as appropriate. Reading and Writing are taught using Teacher's College Reading and Writing Workshop. Math units are designed by grade level teams. Examples of supplemental programs that teachers of ELL-SWD students at Lexington Academy use include Touch Math, Handwriting without Tears, Wilson.

Instruction is differentiated across the content areas to meet the needs of our ELL-SWDs. Teachers design units and lessons that give our learners multiple points of access to content including incorporation of visual aids, appropriately leveled texts and native language

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)		
100%	We also have a bilingual guidance counselor and a bilingual guidance counselor that support the emotional needs of our students. We also have two bilingual speech therapists on staff.		
75%			
50%			
25%			
0%			
Dual Language			
100%			
75%			
50%			
25%			
0%			
Freestanding ESL			
100%			
75%			
50%			
25%			
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

speaking. Do not include:

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. Lexington Academy provides extensive targeted intervention programs for our ELLs in all academic areas including math, literacy and content areas. Academic intervention for ELLs comes in several forms. ELLs who are not meeting NYS standards in ELA and math are invited to attend our extended day program which meets for 50 minutes twice a week. Students receive targeted instruction in a small group. Other interventions for ELLs include our bilingual AIS program, our bilingual SETSS program, and our ESL teacher. We invite ELL students to participate in our ELA, Math and NYSESLAT test sophistication after-school and Saturday programs. Our clinical staff is also well equipped to support the socioemotional needs of our ELLs. We have a bilingual social worker, guidance counselor, occupational therapist and speech therapists. Intervention programs are taught primarily in English; however, newcomers and children in our early childhood transitional bilingual program receive instruction in Spanish.

9. We continue to support our former ELLs who have achieved proficiency on the NYSESLAT. Students who have reached NYSESLAT proficiency and remain in the Transitional Bilingual program are closely monitored by their classroom teachers and their language needs are addressed through differentiated literacy and math instruction. The same is true for former ELL students in monolingual classrooms. All former ELLs are entitled to 2 years of testing accommodations. Classroom teachers, the testing coordinator and ESL teacher ensure that students are provided with the appropriate accommodations affording our former ELL students every chance to succeed. We analyze our F-ELL assessment data carefully with the goal of determining which students may continue to be in need of extra support from their classroom teacher or our ESL teacher.

10. We are in our second year of being Teachers College Readers and Writers Workshop Project (TCRWP) school; as such we are continuing to refine our balanced literacy instruction school-wide. Teachers of ELLs and ELL-SWDs have access to specialized professional development days at Teachers College that address implementation of balanced literacy for these sub-groups of students. For the 2011-2012 academic year we are piloting the Spanish-language phonics program Estrellita in our Pre-K, K and 1st grade Transitional Bilingual Classrooms.

11. We have discontinued our Native Language Enrichment program model for the 2010-2011 school year. In previous years, students who passed the English LAB-R in kindergarten but who identified their home language as Spanish on the HILS were given the option of placement in our homegrown Native Language Enrichment classroom. NLE teachers provided one period a day of native language arts and phonological awareness in Spanish. Changing demographics and budget constraints obviated the need to provide NLE instruction this year.

12. ELL students are fully integrated into the Lexington Academy community. ELL students are considered for all programs, after-school academic programs, music programs, school plays and assemblies (usually performed in both Spanish and English). ELL students actively participate in our after-school soccer program and track team. While ELLs make up 25% of our school population, they make up a much larger percentage of students actively participating in after-school programs as mentioned above. Specific to our ELLs is the Title III after-school program specifically designed for ELLs.

13. Laptops are available for all students in grades 3—5. Students in grades K—2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math sessions. All classroom teachers have access to an LCD projector, laptop, and document projector (ELMO) used to maximize comprehensible input during all instructional periods but especially during ESL/ELA instruction. We were recently awarded a SMART Board grant and we look forward to installing them in classrooms that service ELL students.

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.
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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.
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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?

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9. We continue to support our former ELLs who have achieved proficiency on the NYSESLAT. Students who have reached NYSESLAT proficiency and remain in the Transitional Bilingual program are closely monitored by their classroom teachers and their language needs are addressed through differentiated literacy and math instruction. The same is true for former ELL students in monolingual classrooms. All former ELLs are entitled to 2 years of testing accommodations. Classroom teachers, the testing coordinator and ESL teacher ensure that students are provided with the appropriate accommodations affording our former ELL students every chance to succeed. We analyze our F-ELL assessment data carefully with the goal of determining which students may continue to be in need of extra support from their classroom teacher or our ESL teacher.

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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)?

NA

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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.

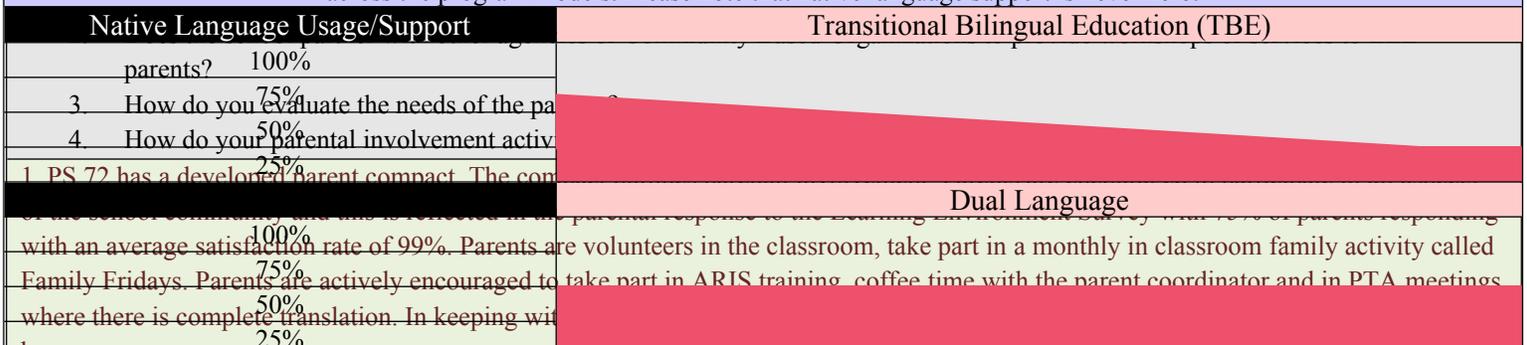
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2. Our bilingual guidance counselor and bilingual parent coordinator are available to assist parents and students with the middle school application process. Several informational meetings are held prior to the start of the application period and students are taken on tours of neighborhood middle schools. Parents of ELLs are informed of the services that their students are entitled to in middle school (mandated ESL, SETSS, etc) so that they can better advocate for their children at the middle school level. A middle school fair is also held in November to provide students with an in-house opportunity to take part in the transitional process.

3. All staff receive a minimum of 7.5 hours of ELL training both on- and off-site. On-site, professional development periods are dedicated to topics related to ELLs including: understanding the NYSESLAT exam and adapting mini-lessons to make input more comprehensible for all learners. Off-site, teachers attend ELL related workshops that are then shared with the staff as a whole at professional development. These workshops take place at Teachers College, Fordham University, Bank Street and the BETAC centers. Our ELL Inquiry Committee meets twice a month to discuss issues related to ELLs and methods in which best practices in the field of ELL education can be applied to our entire student population.

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.



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. PS 72 has a developed parent compact. The compact outlines parental involvement. Parents are encouraged to participate in all aspects of the school community and this is reflected in the parental response to the Learning Environment Survey with 75% of parents responding with an average satisfaction rate of 99%. Parents are volunteers in the classroom, take part in a monthly in classroom family activity called Family Fridays. Parents are actively encouraged to take part in ARIS training, coffee time with the parent coordinator and in PTA meetings where there is complete translation. In keeping with the Chancellor's Regulation, all documents are translated for our parents and sent home

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4. Parents are encouraged to participate in enriching and learning opportunities for themselves. These opportunities are designed with the primary focus placed on student achievement. For example our parents have attended literacy workshops presented at Teachers College.

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.
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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

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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.

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E. Parental Involvement

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1. PS 72 has a developed parent compact. The compact outlines parental involvement. Parents are encouraged to participate in all aspects of the school community and this is reflected in the parental response to the Learning Environment Survey with 75% of parents responding with an average satisfaction rate of 99%. Parents are volunteers in the classroom, take part in a monthly in classroom family activity called Family Fridays. Parents are actively encouraged to take part in ARIS training, coffee time with the parent coordinator and in PTA meetings where there is complete translation. In keeping with the Chancellor's Regulation, all documents are translated for our parents and sent home in all languages necessary and available, but at the very least in both English and Spanish.

2. The director of education advocacy at the New York Immigrant Coalition has hosted workshops for parents in the past. We offer parent Cookshop which provides families with access to healthy recipes and fresh groceries. The majority of the parents that take this class are parents of ELLs. We also provide free ESL lessons for parents via the NYC DOE Adult Literacy Program. The NYC Department of Health has hosted a variety of workshops in English and Spanish for our parents related to asthma.

3. Parents have an active role in our school community and their voices are valued. Throughout the school year the Parent Coordinator sends home a variety of surveys. These include the Title I and Title III needs assessments. The Parent Coordinator hosts open Parents are represented on our school are surveyed by the parent coordinator; included in the survey are Title I and Title III needs assessments.

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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)	18	5	3	8	2	2								38
Intermediate(I)	10	7	12	11	6	1								47
Advanced (A)	18	12	8	9	13	10								70
Total	46	24	23	28	21	13	0	0	0	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	1	3	0	1	0	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	8	1	3	0	3	0							
	A	13	13	6	9	6	5							
	P	4	10	5	20	16	12							
READING/ WRITING	B	10	3	3	5	2	2							
	I	7	9	12	11	6	1							
	A	7	10	8	9	13	10							
	P	2	5	1	5	4	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	4	5	0	23
4	3	8	5	0	16
5	10	9	1	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

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									0
6									0
7									0
8									0
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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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 TCRWP to maintain data and assessment information for our ELLs. In grades K—5 The assessments include but are not limited to writing on demand, concepts of print, upper-case letter identification, lower-case letter identification, sound identification, running record which includes students' level and accuracy rates as applicable. We also use EL SOL in kindergarten and first grade bilingual classrooms. This year we are piloting the ELLallie program in PK-1st grade, which has its own assessment and record keeping

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 04M072 **School Name:** Lexington Academy - PS 72

Cluster: Chris Groll **Network:** Lucius Young CFN 408

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.

At Lexington Academy we use the Home Language and Ethnic survey, which is done at the time of registration to inform us of our students' home language and the preferred language of the parent as a means of communication between home and school. The parent coordinator will conduct a parent survey at the beginning of each year to determine written and oral interpretation needs.

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.

The Home Language and Ethnic survey indicate that the highest languages reported by our families are stand alone English, Spanish and bilingual Spanish/English. Other languages include French-African, dialects from Mexico, Albanian, Bengali, Indonesian, Hebrew, Arabic, Yemenese, Croatian, Portugese,and Chinese.

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.

Nearly 90% of our student population is of Hispanic descent at Lexington Academy, we provide all correspondence in bilingual Spanish/English. The vast majority of our parents are most comfortable communication both orally and in writing in Spanish. We also have one parent that is most comfortable in Chinese, Arabic, Hebrew, and one in Bengali as well as one parent that is most comfortable in African-French. All staff members were made aware directly from the school administration of the need to ensure that all services are provided in the language preferred by the parent. Staff members from all disciplines including clinical, instructional, clerical and administrative are aware which parents need translation services and are readily available to provide the support. In the event that a staff member is unable to communicate with a parent in their preferred language, services will be procured from the Translation and Interpretation Unit of the DOE.

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.

As part of the work of the School Leadership Team (SLT), it has been recommended by members of the SLT that signs and other translation services provided by the Department of Education are to be clearly posted in varying languages at the school's main entrance as per CR A-663. The parent coordinator will serve as the liaison for parents that do not speak a language that is readily available for translation or interpretation. The parent coordinator will procure services as per CR A-663 to ensure that communication is facilitated between home and school.

Parents are made aware of the language translation and interpretation services available to them through PTA meetings. Copies of the Bill of Parents Rights and Responsibilities which includes parental rights regarding translation and interpretation services are kept by the Parent-Teacher-Association Room located near the entrance of the school. The Parent Coordinator has access to the Bill of Rights and makes them readily available to all parents.

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>.

In accordance with Chancellor's Regulation A-663 translation services will cover the major languages especially as regards:

- > In Registration, application and selection
- > Standards and performance
- > Conduct and discipline
- > Safety and health
- > Special education and related services
- > Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- > Transfer and discharge
- > Legal or disciplinary matters

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: The Lexington Acadeym	DBN: 04M072
Cluster Leader: Chris Groll	Network Leader: Lucius Young
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:
Total # of ELLs to be served: 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: 8 # of certified ESL/Bilingual teachers: 1 # 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: The Title III direct instruction supplemental program's purpose is to support ELL students develop the oral and written language skills necessary to become proficient in English. The subgroups that will be targeted include students that are not meeting promotional criteria based on a variety of data, including, NYSESLAT Data, NYS ELA/Math, Periodic Assessments, and teacher created informal data. Also included in this sub-group will be students that are currently in the 2nd grade and that are already demonstrating a deficiency in developing their oral and/or written language. The 2nd graders may be considered "at risk" of not meeting specified state and/or city criteria for promotion. The afterschool program will begin in early January and run through late April. It will run for approximately 1.5 hours twice a week (Thursday and Friday) and for 3 hours on Saturdays. While the instructional language will be in English all or most of the teachers will be able to support with Spanish as necessary. The program calls for 8 common branch/bilingual teachers and 1 ESL teacher. The types of materials that will be used include: Ready NY; NYSESLAT Preparation; ELA Sophistication and Rally Math.

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: The purpose of the professional development will be to provide teachers working with our ELL students to have a "toolbox" of strategies that they can utilize to support students in developing oral and written language skills. Topics to be covered to support student learning will include: Total Physical Response, use of visual aids, metacognition of language, teaching through guided interaction, and meaning-based context and universal themes All teachers participating in the after-school program directly or indirectly supporting the ELLs will be required to take part in the training if they are remain part of the program. The training will be provided by the ESL teacher and the principal.

Part D: Parental Engagement Activities

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: Parents will be provided with several workshops. The workshops will focus on "Sharing the Tricks of the Trade." Administrators (principal and assistant principal), Staff Developer and the ESL teacher will provide parents with hands-on activities that simulate what their children are expected to master. Parents will also be engaged in a CCLS workshop and a workshop on Test Preparation. The focus will be on ensuring that parents leave with a series of strategies they can implement at home. The workshops will be offered monthly January--April and they will be notified using the school's phone blast system, flyer blitzing, and backpack.

Part E: Budget

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

Allocation Amount: \$

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 		
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)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		