



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** LYONS COMMUNITY SCHOOL

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

PRINCIPAL: TAEKO ONISHI

EMAIL: [KONISHI@SCHOOLS.NYC.GOV](mailto:KONISHI@SCHOOLS.NYC.GOV)

SUPERINTENDENT: AIMEE HOROWITZ

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Leader or Designee	
Tarra Mentore	*PA/PTA President or Designated Co-President	
Jared Roebuck	DC 37 Representative, if applicable	
Joshua Arroyo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jason Philbert	Member/parent	
Princess Davis	Member/parent	
Jessica Lloyd	Member/parent	
Esmerlyn Mesa	Member/student	
Aimee Hernandez	Member/student	
Natalie Noel	Member/parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1: *Improve Teacher Effectiveness***

*By June 2013, each teacher will be observed by an administrator at least 8 times during the course of the year (6 mini-observations and 2 full length observations).*

#### **Comprehensive needs assessment**

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

While we continue to make academic strides, increasing our graduation rate in high school by 3.8 percentage points, and going from a D to a B for the student performance section of our MS progress report, a closer look shows that we still have a long road ahead to ensure that our students are well prepared for college and career options beyond high school. On our MS progress report, we almost doubled the number of students getting 3s and 4s on the ELA exam. 12.1% in ELA and 20.1% in Math met state standards on the state exams. In HS, we got an F for the new College and Career Readiness section. We have seen that as the quality of teaching improves and greater consistency develops across the school, student achievement has increased.

We are focusing on improving teacher effectiveness through more frequent and cross-school observations and follow up conversations. Over the past two school years, and in the greater context of the past five years, we have worked to develop a system of teacher development and evaluation that supports a clear vision for instruction and professionalism for our staff. While we pride ourselves on maintaining a strong culture of collaboration and professional development at Lyons, we seek to create more consistent approaches to instruction. Our staff is still fairly inexperienced, and our teachers have a wide range of skills, strengths and areas of need. Building on the collaborative work done last year, we are better able to depend on collaborative teams (grade, inquiry and department teams) to offer professional development support for all teachers. Instead of focusing administrative energies on the large number of new and early career teachers, this goal enables us to spend more time with our experienced teachers through multiple mini-observations, which helps both their practice and that of our less experienced teachers.

Last year was the first year we implemented the 8 observations a year model and we noticed a significant change. However, there is still a considerable amount of work necessary to make these cycles of observation work to their full potential. The teacher effectiveness recommendations from the DOE have allowed and encouraged us to head in the direction we have always wanted to move as a school.

#### **Instructional strategies/activities**

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

- a) Strategies/activities that encompass the needs of identified student subgroups.  
The primary focus of instructional coaching and pre and post observation conferences is on strategies that target students that are falling outside the sphere of success. These instructional strategies are introduced in full staff PD and then further examined in grade team and department meetings, as well as in pre and post observation conferences. Strategies include:
  - Literacy instruction strategies – for both reading and writing
  - Higher order thinking and discussion skills
  - Close reading and text dependent questions
  - Integration of the CCLS and the work of the inquiry teams
- b) Key personnel and other resources used to implement these strategies/activities,
  - Each teacher has been assigned either the principal or assistant principal for two full-length observations (one each semester) and a schedule has been set.
  - Each mini-observation will be followed by notes in the teacher's personalized PD plan document and, as often as possible, a brief post-

observation meeting.

- There will be a post-observation meeting for each full-length observation as well as a formal write up.
- Coaching staff working with teachers (frequency determined by leadership team) to improve teacher effectiveness.
- Online form for mini-observations that generates emails to all the relevant staff, and allows for one document to house all the mini-observations for all the teachers.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Each teacher met with a member of the leadership team at the start of the school year to collaboratively determine professional development goals for the year
- Coaching staff works with teachers to determine the focus of each observation

d) Timeline for implementation.

- Over the course of each set of two months, the principal will do an unannounced mini-observation for each teacher.
- Over the course of each semester, the assistant principal or the principal will do one full-length observation for each teacher.
- The leadership team will meet at least bi-monthly to discuss observations and check in on progress towards accomplishing this goal.

### Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Instructional goals are shared with the SLT and PTA throughout the school year.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

### Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- First of our PSO New Visions provides us with an Leadership Development Coach who works extensively with the administrative team on the observations and observations cycles.
- Our program director who co-directs the school is a member of the Situated Apprenticeship Model (SAM) program at Baruch, where she is becoming certified to be an administrator, which includes learning how do these observations in a focused manner.

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

involved in various professional development programs including:

- Two math teachers in the Math for America program, one as a Fellows, one as a Master Teacher. Additionally our principal is receiving PD as part of the Math for America Leadership Fellow program.
- Three teachers are mentors for a joint New Visions and Hunter College Urban Teacher Residency program. As well, two teachers are graduates of this program and get additional PD support through the program.
- One teacher is part of the New Visions Leadership program.
- Our science team participates in the New Visions Literacy Design Collaborative, so we have a science specialist working them on a bi-monthly basis.
- Our partnerships with the Brooklyn Museum and Center for Urban Pedagogy provide professional development for our teachers.
- Through grant writing we are part of the DOE's iZone, which has given us access to professional development opportunities for our teachers in all the iZone hard and software.
- Eight teachers are currently being trained in the Struggling Adolescent Learners professional development program, a three year PD program that trains teachers to teach reading first one-on-one, then to small groups, then full class.
- Finally, we have just been invited to join a new New Visions initiative called MASTER for mathematics and science teacher to become mentors in a year long residential program that includes extensive PD in Accessing Algebra Through Inquiry (partnering with the MARS math program) and the New York Hall of Science.

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

- We have worked with Restorative Practices, and will feature prominently in an upcoming movie about this educational movement, and present at several upcoming conferences.
- We have a partnership which allows for a Counseling In Schools counselor to engage with our at risk students in school, as well as a partnership with Interboro Mental Health Clinic.

For our students who are interested in a CTE route, we have the Urban Workshop program which enables our students to spend up to 14 hours a week

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

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

*By June 2013, each student who regularly attends school will participate in four Common Core units each semester.*

### **Comprehensive needs assessment**

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

We continue to show improvements on our external standards based assessments. This is due in part to closely aligning our curriculum in these classes to the relevant standards. Our overwhelming area of struggle on our HS progress report was in relation to our College Readiness numbers, ones that particularly pertain to our success with enabling our students to do the higher order thinking they will need in college. With the changing standards, we need to make sure we are "ahead of the curve" in adopting them, giving our teachers and students as much time as possible to reorient their thinking before they becomes the only standards used. While the CCLS are more closely aligned to our overarching mission and vision for the school than the state standards, we recognize that they are significantly more challenging, particularly for our students who are primarily accustomed to a far narrower version of thinking and learning. The need for us to rethink and rework our curriculum and teaching strategies has only become more apparent as we work on better integrating in the CCLS and realize the significant gap between our students current academic achievement and CCLS based work.

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

### **Instructional strategies/activities**

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

- a) strategies/activities that encompass the needs of identified student subgroups,  
While ratcheting up the level of CCLS work will be a change for all students, certain subgroups face specific challenges with the increased rigor, particularly the use of more complex texts. The following strategies will be used to meet those students needs:
  - Small group support targeting literacy skills will be provided for ELLs, SpEd students, and students identified as At-Risk
  - Identified sub-groups will be enrolled in literacy classes and small group support including SAL (Struggling Adolescent Learners) or Wilson, in order to provide additional literacy development
  - Inquiry teams will identify a sub-group of students to study intensely in order to develop intervention strategies
- b) key personnel and other resources used to implement these strategies/activities,
  - Teachers will participate in on-going PD throughout the school year, provided in full staff PD, department meetings, and inquiry meetings, focusing on the Common Core
  - Select teachers will participate in off-site PD on the implementation of common core and turnkey the work to the rest of the staff
  - Coaching of teachers will focus on Common Core standards and creation of coherent units
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- All teachers are part of inquiry teams which focus on a select Common Core standards
  - Department teams, which meet weekly, will include presentations of teacher work in order to evaluate the effectiveness of lessons and units in meeting Common Core standards
  - Department teams will also examine student work from those units in order to assess student needs and plan further instruction
  - Teachers will participate in intervisitation in order to assess lesson effectiveness
- d) timeline for implementation.
- Full staff PD will begin in August, and will be on-going
  - Department meetings are weekly
  - Inquiry meetings are at least twice a month, many meet weekly
  - Off-site PD is provided monthly for select teachers

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I               Title IIA               Title III               Grants               Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- We received a grant from our PSO New Visions for extensive work on the CCSS during the summer of 2010 and the following school year. Our ELA team worked on creating a COW, a seven-year curriculum, with this grant.
- Our teachers participate in New Visions Common Core workshops for both Literacy and Mathematics.
- Also, as a member school of the Urban Teacher Residency program, our teachers have been working on CCLS both as mentors and residents.
- As part of the New York State Performance Based Assessment Consortium's Pilot Program for the Common Core standards, we are creating curricula, units and tasks aligned to the standards, as well as participating in their professional development for all the subject areas.
- We are also part of the DY0 Assessment with the Consortium which gives us additional practice with the standards and have been doing the DY0 with them for the last three years.
- Our work with New Visions' LDC work (describe in goal 1) is fully aligned and based on CCLS.

- Through both the Consortium, teachers have been able to do intervisitations at other school, focusing on work with the CCSS.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3** *Increase inquiry work.*

*During the 2012-13 school year, each full time academic teacher will be part of an inquiry team that meets bi-monthly to improve instruction.*

#### **Comprehensive needs assessment**

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

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

Inquiry-based learning has been a priority for our school since it opened in 2007. However, it has taken some work to reconcile the processes and endpoints of inquiry-based learning with the strengths and needs of our students. In prior years, our Inquiry teams have done valuable, enriching professional work, but the impact of such work was limited to the selected teams themselves and the presentations from those teams during professional development. Entering the 2012-2013 year we were seeking a broader, more consistent presence for inquiry work across our staff.

#### **Instructional strategies/activities**

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

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

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

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

## ANNUAL GOAL #4 AND ACTION PLAN

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

**Annual Goal #4** *Increase student literacy.*

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

**Comprehensive needs assessment**

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

During the school year 2010-2011 Lyons made significant changes to our 6-8 grade literacy instruction. By implementing a daily, supervised independent reading period, we established reading as a staple component of our educational program. As a result, from 2010 to 2011, we went from having an F to a B in progress and an F to a D in performance on our MS progress report. This year we went from a D to B in performance, and increased the percentage of students getting 3s and 4s from 12.1% to 20.1%. Our median MS ELA scaled score went from 2.23 to 2.41 to 2.55 over the last three years. Though we had seen important improvement, we realized we still had a long way to go. Building on our successes was determined to be a good strategy.

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

**Instructional strategies/activities**

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

- a) strategies/activities that encompass the needs of identified student subgroups,
  - Sixth through eighth grade students are scheduled for 30 minutes of independent reading four days a week.
  - Over the summer and throughout the school year professional development around teaching independent reading will be provided by our reading support teacher.
  - Common systems for teaching independent reading have been implemented in all 6<sup>th</sup> through 8<sup>th</sup> grade reading classes.
  - A reading assessment was conducted in September to determine each student's reading level.
  - Quarterly, students that are not on track to read 25 books will be targeted for support both after school and during the school day.
  - Small group instruction is provided during the day for students that are struggling readers.
  - Classroom libraries provide students with a wide range of choices for independent reading materials at their level.
  - Small group instruction is provided for students that are struggling.
- b) key personnel and other resources used to implement these strategies/activities,
  - All Middle School teachers will teach independent reading for 30 minutes, 4 times each week
  - Middle school reading support teachers provide small group support through SAL, Wilson, as well as other programs
  - Purchase of extensive classroom libraries for all twelve of the 6<sup>th</sup> – 8<sup>th</sup> grade classrooms.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers of independent reading track their students' progress daily and assess students through reading conferences
  - Students who are not progressing towards the 25 book goal are identified by the teachers and by the reading support teacher in order to identify additional supports needed.
  - Teachers share best practices for teaching independent reading in professional development.
- d) timeline for implementation.
- Professional Development began over the summer and has been on-going throughout the school year
  - Teacher's data collection is on-going, and support groups for reading change quarterly according to identified needs

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Our work with Struggle Adolescent Learners has been key to our literacy and independent reading work across the school. They have trained five of our teachers in 2011-12 and are working with another 7 teachers this year, who in turn work with other teachers and provide direct support to students.
- In addition our ELA MS department chair who has been extensively trained in Reading and Writing Workshop and Wilson Reading, provides professional development to our staff. We have staff members who work with small groups of students to provide extra support in these areas to enable greater success in reaching this goal.
- Some of our after-school programs, including our SES providers and sports programs attach a need for students to be reading on a daily basis to their participation in the program. We see students coming to school early to get academic support in order to participate in beloved sports activities, then realizing how much they enjoy the academic support and independent reading as well.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Struggling Adolescent Learners; Wilson; Guided reading groups, Reading and Writing workshop	Middle school: Small group and one-on-one.  High school: Small group, one-on-one, literacy support classes with small class size.	During the school day & After School
Mathematics	Focus on problem solving; teaching of basic skills in cases where students lack those skills, and therefore can not move on to higher level math.	6 <sup>th</sup> grade: 10 hours each week of math instruction.  Middle school: Small group.  High school: Small group, one-on-one, math classes with small class size for students who have failed a Regents exam.	During the school day & After School
Science	Literacy in the content areas, Field Studies	Middle school: Small group.  High school: Small group, one-on-one, math classes with small class size for students who have failed a Regents exam.	During the school day & After School
Social Studies	Literacy in the content areas; Field Studies	Middle school: Small group.  High school: Small group, one-	During the school day & After School

		on-one, math classes with small class size for students who have failed a Regents exam.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior intervention plans, counseling	One-on-one and small group.	During the school day & After School

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

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

While at Lyons, we make sure teachers are provided with sufficient professional development to maintain their HQT status, as well as support for professional growth far beyond the mandates. More than any other quality, we look for teachers who are interested in continually improving their teaching practice and are highly reflective about their work. As described above we have a wide range of teachers with a wide range of skills and experiences, so we vastly differentiate the professional development we offer our teachers.

- After PD starting in 2010 with the Danielson rubric, each teacher co-created a personalized PD plan with the support of a member of the school leadership.
- In addition to the full group professional development, each teacher is a member of a grade team, inquiry team and department where professional development is honed towards the needs of the particular group.
- Also, we have three staff members who do extensive coaching for our teachers. Depending on need, teachers work with their coach for a number of cycles, ranging from two to ten, throughout the year. These coaching cycles consist of a pre-observation meeting, observation, mid-cycle meeting, follow up observation and cycle ending meeting. In each cycle the coach and teacher decide on a specific skill or focus for the cycle.

All of this work is in addition to the 8 observations and follow up meetings with an administrator, as described in goal 1.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Lyons Community School Family Involvement Policy**

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

**The School-Family Compact**

The School-Family Compact consists of basic agreements on the part of students, staff and families which promote a safe, productive and supportive school environment for all members of the community. The document is signed by the principal, student and parent or caregiver. The compact will be revisited during family conferences where applicable, and at the end of the school year on the committee level.

**Progress Reports, Report Cards and Family Conferences**

Four times each year, Lyons families receive progress reports or report cards that detail their child's academic progress in school. Progress reports and report cards, created using our online grading and attendance program Skedula, provide detailed information about completed or missing assignments, conduct and skills acquisition. Skedula is always accessible online all year long to families and students, and is updated weekly by teachers. Formal family conferences are held once in the Fall semester and once during the Spring, but families are encouraged to schedule conferences with teachers whenever there is concern about or interest in student progress.

**Volunteering at Lyons**

Parents and caregivers are encouraged to volunteer in the following areas of Lyons school life:

Field Studies chaperoning: Each week every Lyons student travels outside of our school building as part of our Field Studies program. The program's curriculum is rooted in one of the major subject areas, and requires intensive supervision so that students can focus on their learning while in the field. Family members are encouraged to accompany Field Studies groups on an ongoing basis.

Breakfast, Lunch and Hallway Support: This is an important time of day at school, a time where students benefit from extra supervision and support. Family involvement at these times ensures smoother transitions and increased student respect for our school building. Hallway monitoring is key to promoting a safe and orderly school environment.

**Fundraising:** Families are encouraged to make phone calls and supervise fundraising efforts at school, such as t-shirt and bake sales. Members of our PTA work with their employers as well to support our fundraising efforts.

**Office Support:** There are numerous ongoing opportunities for family members to volunteer in our main office, such as the organization of schoolwide mailings.

**Classroom Support:** Lyons teachers enjoy collaborating with families in the classroom. Family members are encouraged to volunteer as Field Studies escorts and small-group assistants and to lead student learning in their fields of interest or specialty. Before working in our classrooms, as in all areas of school volunteering, families meet with school administrators and teachers to establish common expectations and roles, so that volunteers can make meaningful and constructive contributions in the classroom.

### **Committees**

The School Leadership Team and Parents & Teachers Association meet on the final Tuesday of each month at 5:30 PM and 6:00 PM, respectively. PTA meetings are announced in our school newsletters and on our school website. Our PTA meetings are open to all families and students alike. Family members are encouraged to...

“...Attend all possible PTA meetings; Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.”  
(Lyons School-Family Compact)



### **SCHOOL-FAMILY-STUDENT COMPACT**

Lyons Community School and the families of our students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how family members, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve their greatest potential, which include the State's high standards. We will agree to build a safe, healthy, collaborative community that is responsive to all its members.

This school-family-student compact is in effect during the 2010-2011 school year.

#### **Lyons Community School will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Design classrooms that promote collaboration, independent access to classroom materials, curiosity about the world and ongoing interest in school curriculum;
  - Provide teachers with regular individual support and professional development around curriculum design, instruction and assessment that addresses the needs of diverse learners;
  - Instill, in all classrooms and courses, a spirit of questioning and a pursuit of deep understanding that promotes meaningful, self-sustaining learning in our students;
  - Provide students with coursework that taps into their interest and connects to real-world subject matter;
2. Hold family-student-advisor conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Once during the fall semester and once during the spring semester;
  - When families request a conference, given two days advance notice
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Staff members will make regular phone calls to students' homes, to update families on student progress or to inform them of significant anecdotes relating to their child;
  - Student progress reports will be mailed out to families at the end of each quarter;
  - Student progress, in the form of completed and missing assignments, and grades, is also accessible to students and families through Skedula, our online grading program. Skedula will be explained, and student/family access, will be made available.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Lyons staff advisors and deans will make regular phone contact with school families, and will be available for conferences within two days of a family's request.
5. Provide parents/guardians opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
  - Family members are encouraged to visit our school. Families should call school if they are interested in volunteering at Lyons or observing instruction.

**Parent/guardian Responsibilities**

We, as parents and guardians, will support our children’s learning in the following ways:

- Ensuring that the student is on time and present each day;
- Ensure that homework is completed and submitted in a satisfactory way and on time;
- Attending all possible PTA meetings; Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- Monitoring the student’s use of television, internet and video games, and making sure he/she reads every night.;
- Staying informed about all school calendar events, and responding promptly to all school mailings;
- Being available to Lyons staff members for phone contact, and returning phone calls promptly;
- Supporting Lyons Community School’s Code of Conduct;
- Addressing personal concerns privately, and at an appropriate time and place.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically, we will:

- Do my homework every day, submit it complete and on time and ask for help when I need it;
- Read at least 30 minutes every day outside of school time;
- Give my parents or guardians all notices and information received by me from my school every day.
- Agree to resolve conflicts peacefully with other students or disagreements with teachers using all of our peer and staff supports, including Peer Mediators, Justice Panel, Advisors and our school Social Worker and SPARKS counselor;
- Participate in all school activities, including Field Studies activities;
- Respect all learning materials and areas in our school;
- Give my best effort in pursuing my personal learning goals;
- In the high school grades, plan and monitor my progress toward full credit completion.

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED**

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Derek Smith</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>586</b>
School Name <b>Lyons Community School</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>540</b>	Total Number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>14.44%</b>
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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. Identification of ELLs

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

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

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

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

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

131 Livingston St., Brooklyn, NY.

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)							0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							13	9	11	11	18	12	7	81
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	13	9	11	11	18	12	7	81

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

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

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	8	8	10	12	10	7	66
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	1		5	1		9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other									1	0	2	1		4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>19</b>	<b>12</b>	<b>7</b>	<b>81</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### 1. How is instruction delivered?

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

## A. Programming and Scheduling Information

conjunction with a licensed subject-area teacher.

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

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

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

### 2. How is the staff organized?

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

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

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

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

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

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

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

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

### 5. How do we differentiate between ELL subgroups?

#### a. SIFE Students

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

#### b. ELLs with Fewer than Three Years in US Schools

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

### 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

At all levels, and across all disciplines, Lyons teachers collaborate to ensure that each student receives instruction that reflects both grade-level and Regents-based content, and the individual needs of the student; in some cases students are taught in sheltered-content classes taught by ESL teachers, and in some cases the ESL teacher consults with the classroom teacher to modify either the content itself, the instructional approach, or the assessment. The ESL team meets every other week to discuss individual students and each team member's work on curriculum and instruction.

7. ELLs who have IEPs are in cohorts that spend their day in co-taught classes with subject-area teachers and a special education teacher. They receive their ESL from a licensed ESL teacher during push-in periods. ESL interventions can include any of the teaching techniques mentioned above, including reliance on visuals. We currently do not have vision or hearing impaired students who need intervention in Braille or sign language respectively. The majority of our ELL students participate in integrated (ELL and non-ELL students) classes, except for those students whom our formative assessments determine require more than the mandated self-contained classroom settings.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:				
Science:				

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

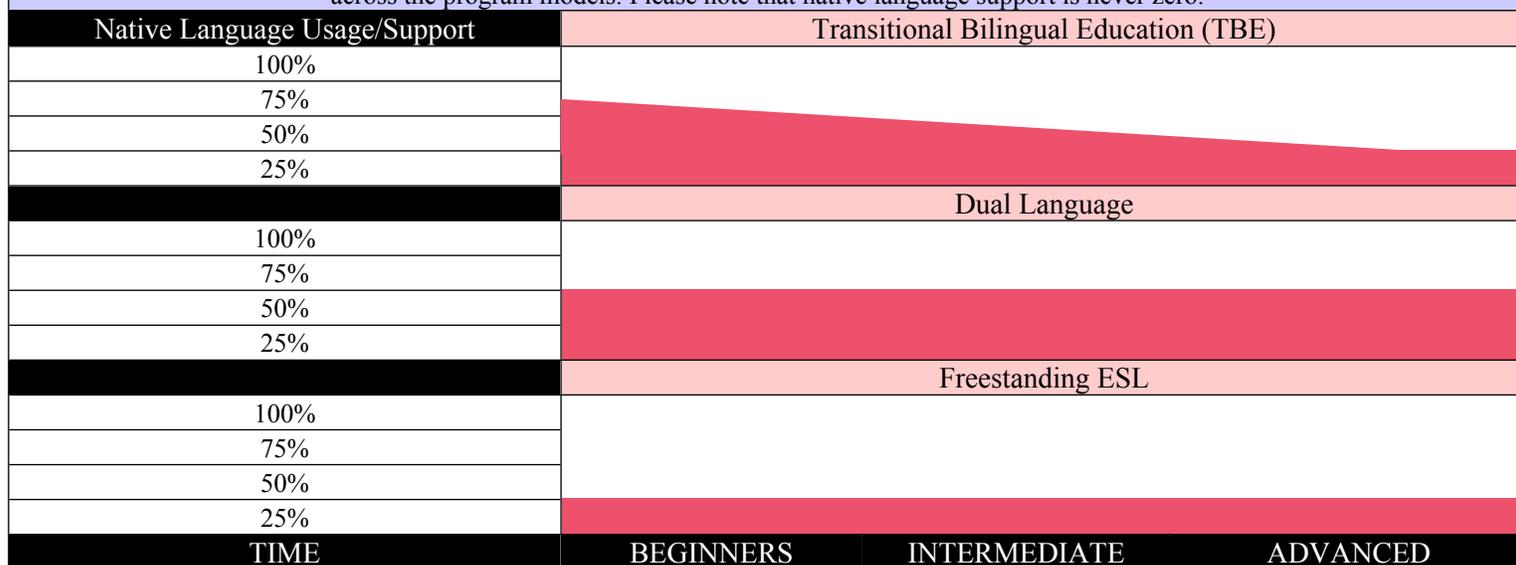
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

programs from prior years will continue. The rationale for this is that the programs are working.

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

By programming ELLs for all their regular classes with the addition of an ESL class and favoring ESL push-in rather than ESL pull-out, we provide our ELLs with equal access to all the programs available to non-ELL students. ELL students also receive instruction time during our Enrichment period. Enrichment period instruction gives students additional minutes of instruction in ESL and/or subject-area material.

This period does not conflict with after-school activities, in which all of our ELLs are invited to participate. These activities include Homework Help, Visual Arts, Intramural Sports, Extramural Sports teams, Dance and Step Groups, Drama, Community Service, Community Gardening and many others. Current ELLs are often encouraged to join these groups by former ELLs who are bilingual in both the current ELLs' home language and English. The intermingling of these non-native speakers of English with groups of native speakers of English and bilingual speakers while doing a specific activity for which the instructions are always given English provides students who participate in these activities more Total Physical Response (TPR) instruction in English in addition to the TPR routinely used in ESL class instruction.

13. What instructional materials, including technology, are used to support ELLs?

As described above, Lyons teachers create their own materials, based on their own curricula, which are tailored to meet students' specific needs. In addition, we are using Critical Literacy class as part of increasing our ELLs' literacy levels in English. We are using this program for all ELLs with specific focus on SIFE and LTELL students. We also use Rosetta Stone English as part of our ELL instruction. Rosetta Stone was first purchased through the ELL Success Initiative grant and then later more licenses were purchased with NYSTL Technology funds.

14. How is Native Language Arts support delivered?

Students receive Native Language Arts support from a certified Spanish teacher who speaks both English and Spanish and whose native language is Spanish and a certified Para-Professional who speaks both English and Spanish and whose native language is Spanish. Students whose native language is Spanish are in courses separate from those who whose native language is not Spanish so that the native speakers of Spanish will not have to sit through instruction in the most basic vocabulary, expressions and grammatical principles of the language. Instead, their class focuses on reading literature and cultural information about Latin-America, Spain and Spanish speakers throughout the world at their appropriate Spanish reading level, as well as written responses to the reading.

The campus library also provides a collection of Spanish reading books at various levels from early readers to young adults. Non-fiction books in Spanish are interfiled with their English-language counterparts and can found through the library's online catalog. The library also purchases e-books in both English and Spanish which are available to all through the library's online catalog.

15. Do required services, support and resources correspond to ELLs ages and grade levels?

We would never give a book intended for a five-year-old native English-speaking child to a 17 year-old struggling ELL. We use materials and resources designed for appropriate age and reading levels. We consider the reading level a more useful guiding factor than the actual grade level of the student. Therefore, for an older student needs materials that are below his or her grade's normed reading level, we supply and continue to order high-interest/low-reading-level materials for students in their age-range. We use these principles when planning instruction and ordering materials and offering support for both ELLs and non-ELLs.

17. What language electives are offered to ELLs?

Our school currently offers no language elective to Spanish-speaking ELLs as the only language currently provided is Spanish and the ELLs in our school are Spanish speakers. The ESL Coordinator, who is bilingual in French and English as well as fluent in Spanish has discussed the possibility of seeking an additional license in French and offering French to interested students including ELLs. Although students have routinely expressed interest in this, the administration of the school is not convinced that another language elective is what our ELLs need. That said, the Coordinator will continue to make a case for additional language electives.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

### New York State Regents Exam

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

### Native Language Tests

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

### B. After reviewing and analyzing the assessment data, answer the following

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. We use the Performance Series and WRAP assessment to determine fluency, vocabulary and general English literacy comfort. The majority of our ELLs are reading in English substantially below grade level, and for many of them their native language literacy is not much higher. This enables us to find appropriate books for them to read both in English and their native language. They also allow us to determine how much we should be encouraging them to be reading in English in their content classes. Information from these assessments as well as other formative assessments allows our ELL teachers to work with all of our teaching staff to differentiate classwork and projects.

2. In the Spring of 2011, nine of our ELLs tested out via the NYSESLAT, an substantial increase from past years. In addition, 48% of our ELLs went up at least one level on the exam. Our schedule and ELL program is set up so students who move up a level are able to reduce the number of classes they are taking with one of our ELL teachers, and we are able to choose which class that should be depending on the individual needs of each student. In the Spring of each year, the program director meets with the ELL team and to go over each student's transcript, including other assessments, to determine an appropriate schedule based on what we believe their NYSESLAT scores will determine is the appropriate number ESL hours the student needs. Once we get the scores over the summer, the program director and scheduling coordinator, make adjustments according to their NYSESLAT results. We also use this time to program students who are new to the school (and continue to do this as new students join our community). While the NYSESLAT results have their function, we have found that writing samples, reading assignments, performance indicators across content, results of other standardized test (NYS Exams and Regents), and classwork.

3. In general, and with only a few exceptions, our students perform better on the speaking and listening portion of the NYSESLAT than the reading and writing portion. We imagine that this is not surprising considering that basic interpersonal communication skills (BICS) tend to develop sooner than cognitive academic language proficiency (CALP). Also, as a small school, with small classes, particularly ELL classes, that emphasizes experiential and discussion based learning, our students naturally do a lot of speaking and listening. As a result, we have conscientiously increased the amount of reading and writing our students are doing, both in their native language and English, and across the curriculum. Our ELL teachers have been working with our literacy coach and ELA team to improve their reading and writing instruction, incorporating in the Common Core standards into all their work.

4.a) According to the above table, our ELLs who take the Regents in English do approximately as well as those who take it in their Native Language. I would have thought that our ELLs who are taking the test in English are outperforming their peers who are taking the test in their native language, but the data does not bear this out. On the one hand, the data is slightly off because all the ELLs who scored proficient on the NYSESLAT and who graduated in June 2011 passed all of the required Regents and are not counted in this chart because they are no longer ELLs. Also, the second most common native language of our ELLs is Arabic, and the standardized exams are not offered in this language, so the option of taking the test in their native language is hampered. Additionally, since we do not have a dual language program, our students are primarily being taught the content in English, though they may have reading material and other supports in their native language. On the other hand our ELLs who are newer to the country and stronger in their Native Language literacy skills are often stronger students overall. Many of our students who are long term ELLs have not passed the NYSESLAT because their skills are low in both languages, and not necessarily because of English language.

b) We are not currently using the ELL periodic assessments. Instead we use teacher developed formative and summative assessments to evaluate students learning and understanding. The principal meets every other week with the ELL team to discuss student progress and issues specific to ELLs. Part of our work involves looking at student work, looking at lesson and unit plans, and doing intervisitations to support the work of the other ELL teachers.

c) Again, we do not use the ELL periodic assessment. As a school, we consider the ELLs one of our most important sub-groups. Though a small school, we have three certified ESL teachers, far more than other schools with similar populations. We received 0.5 extra credit points on our Middle School progress report for 2010-11 because of our work with our ELLs. We use these results to support less quantitative results that are apparent from the myriad of ways we measure student academic growth.

5) N/A  
 6) As stated above in section 4c) we have demonstrated fledgling success on external measures, such as our MS progress report extra credit and some of our ELLs passing and exemplary grades on State Exams and Regents. We determine our struggles using similar measurements. When our ELLs are able to perform similarly to non-ELLs, and were able to have them in mainstream classes, instead of stand alone ELL classes, we see that as success for our program. Other measures of success include, solid grades in all their classes, growth on standardized and teacher-created assessments, attendance, and comparable academic growth as our non-ELL students.

**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**

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

**School Name: Lyons Community School**

**School DBN: 14K586**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Lyons Community School

DBN: 14K586

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other: supplemental, during the school day, reduced class size and push in

Total # of ELLs to be served: 42

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: 4

# of certified ESL/Bilingual teachers: 4

# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We believe the best way to support our ELLs is to bring those support system into the school day when we know the students who need the support the most will benefit. While we encourage our ELLs to participate in all the activities available to students, which include extensive academic and extracurricular activities, there are not classes outside the school day exclusively for ELLs. Instead we believe having four full time ESL certified teachers in our school for our 69 ELLs is the best support we can offer. This allow us to have a fluid and complex schedule where some ELL students are able to get far more support than their mandated hours, and progress in both their English language development and academic skills. This support comes in both smaller class size with an ESL teacher and co-taught classes where one of the teachers is ESL certified.

Of our 69 ELLs, 42 of them receive more than their mandated number of hours with an ESL teacher. On average they are receiving more than 5 additional hours of ESL instruction, with some newcomers receiving as much as 13 additional hours each week. For others, they are also given instruction in their native language (if it is Spanish) to supplement their academic growth.

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

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

All of these classes have reduced student-teacher ratio, either through having smaller classes or through

## Part B: Direct Instruction Supplemental Program Information

having a second teacher in the room (one of which is an ESL teacher).

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

ESL grades 6, 7, 8: 14 students

ESL ELA grade 6, 7, 8: 9 students

ESL Field Studies grade 8: 22 students (8 ESL students in total, split in two classes), 2 teachers (one is an ESL teacher)

ESL ELA/SS grade 9: 8 students

ESL Field Studies grade 9: 28 students (14 ESL students total, split in two classes), 2 teachers (one is an ESL teacher)

ESL Living Environment HS: 16 students

ESL Global Studies HS: 18 students

ESL HS: 18 students

ESL ELA HS: 22 students

## Part C: Professional Development

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

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

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

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

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

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

Allocation Amount: \$

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"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other	\$	.
<b>TOTAL</b>		