



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE LEXINGTON ACADEMY

DBN (04M072):

PRINCIPAL: ANTONIO HERNANDEZ

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SUPERINTENDENT: LUZ T. CORTAZZO



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Antonio Hernandez	*Principal or Designee	
Christine Rivera	*UFT Chapter Leader or Designee	
Iraida Rosado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Debbie Roman	Member/Parent	
Maria Victoria Garcia	Member/Parent	
Lizet Flores	Member/Parent	
Carolina Garcia	Member/Parent/Co President	
Xochtl Mercado	Member/Parent	
Ann Nichols	Member/Teacher/ Co-chair-person	
Angela Ferrone	Member/Teacher/Secretary	
Lizaday Rancap-Perez	Member/Teacher/Co-chair	
Emily Rodriguez	Member/Teacher	

\*\* 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**

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

### **Comprehensive needs assessment**

As identified by the New York State Department of Education (NYSDOE) and New York City Department of Education (NYCDOE) SWDs at Lexington Academy have made progress toward making Academic Yearly Progress (AYP), and have shown continued progress on the Progress Report for the 2011--2012 academic year however our SWDs have not been able to keep up with their general education peers and therefore this goal is both timely and appropriate for meeting the needs of all our SWD students.

### **Instructional strategies/activities**

- Important to note is the fact that SWDs have specific needs in addressing their learning and achievement, however, a critical starting point to achieve the goal of increasing the SWD's achievement will include: The gathering and analysis of information on student learning outcomes to identify trends, strengths, and areas of need at the school level. Such a practice would be aligned with Quality Review, and generally follows quality school practices that promote student achievement.
- At minimum the following will be implemented to support the needs SWDs: All school personnel, including, school leaders, guidance counselors, teachers, and parent leadership team will be actively involved in examining students' attendance, achievement on summative and formative assessments, trends in social and behavioral referrals to the intervention team.
- Leaders, teachers, and service providers have established professional learning communities with a focus and specialization on Special Education. A Response to Intervention (RTI) Team has been put in place to address the Special Education Reform outlined by the NYCDOE. All staff will be trained to understand all the initiatives which must take place in order to service and meet the needs of SWD's. Our IEP teacher/staff developer, Mrs. Lauren Sullivan, will be providing support to Special Education teachers in areas of differentiation, and multiple modalities for learning. The SWD Team in its 2<sup>nd</sup> year of existence continues to examine exchange professional discourse, where teachers with Special Education backgrounds and service providers research scientifically proven methods of differentiated instruction to meet the needs of our diverse population, due to the Quality Review statement in need of improvement: Deepen and strategically differentiate instruction for student subgroups to include a wide range of supports to maximize student learning potential. (1.2). In turn, the members will provide professional development on best practices for instruction for SWDs.

### **Strategies to increase parental involvement**

- The PTA President, in cooperation with the Parent Coordinator, the school leaders, and the Special Education Support Staff in order to develop workshops for parents of SWD's as well as for all parents on meeting the needs of their children at home. Workshops will include, but not be limited to, educating parents on the different classes the school currently has in place to meet the needs of all learners: General Education with SETTS, Integrated Co-Teaching classes, and Self Contained classes, activities to help support what occurs in the classroom with rules and routines, activities for students who may exhibit some traits of ADD, ADHD, or Sensory Integrated issues. Parents will be provided with an understanding of the promotional criteria for SWD.

- Parents will have access to the computers in the PTA room. Parents will have workshops on how to navigate ARIS and understand how to look for their students' strengths and areas in need of improvement.
- Workshops will be held on understanding their child's Individual Education Program (IEP). The PTA will reach out to Community Based Organizations (CBO) that can educate parents and provide them with the tools necessary to increase student achievement

**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      X   Title IIA      X   Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Members of the PTA, Administrative team, SLT as well as classroom teachers will collaborate through strategic planning and scheduling to ensure that parents are integrated into the school-wide community. Parent involvement funds made available through Title I, UPK as well as parent coordinator funds earmarked for parent involvement will be utilized to support high levels of parent engagement.
- Parent will take part in the Title I PD development that is offered to our school-wide community through TCRWP.

**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 School #2**

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

**Comprehensive needs assessment**

- In keeping with the NYC DOE instructional expectations and the need for improving teacher quality and effectiveness to ensure student achievement and increased teacher performance as well as instruction that is aligned to the common core tasks.

**Instructional strategies/activities**

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

**Strategies to increase parental involvement**

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

**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      X   Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

- Scheduling will be a major resource that will have to be leveraged to ensure the success of the collaboration and subsequent cohesiveness that is to be achieved. Arranging staff/personal in such a way that will allow for maximum time utilization will be critical. Other resources including funding will be aligned with our regular school day expenditures, i.e., PD, and regular working hours for the teachers.

### **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**

The leadership at Lexington Academy, including members of the School Leadership Team (SLT), Principal, Assistant Principal (AP), Literacy Coach, Teacher Instructional Team, the Parent-Teacher Association (PTA) Executive Board, and other members of the school team will engage students and families in ongoing discussion regarding student progress in meeting school expectations: academic ability, performance, attendance, behavioral strengths and weaknesses, recommendations for improvements, and support in achieving the Common Core Learning Standards (CCLS).

#### **Comprehensive needs assessment**

- The genesis of this goal is based on the research (Epstein and et al, 2010) that “the way a family treats its families, is the way it treats its students.” We belief and value the role that parents play and recognize that without the home-school collaboration the measure of achievement will be diminished. We espouse the home-school connection as a critical first step toward supporting student achievement.

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

School leaders will at minimum:

- Promote (through fliers, wall posts, email) and conduct the required monthly PTA meetings.
- We will disseminate information about CCLS, ARIS Parents Link (APL) and workshops through school wide posts, fliers sent home, and email. The computer lab and/or computers in the PTA room will be available for scheduled parental use. Parents will be provided with assistance upon request.
- Our Parent Coordinator will continue to conduct a needs assessment survey at the beginning of each marking period to better identify the needs of the parents in our community. Subsequent monthly newsletters will include grade level information with recommendation for parents to support the curriculum at home. Utilizing a similar survey, parents’ talents and strengths will be assessed and they will be given the opportunity to volunteer in the school in various capacities, allowing them to build on their strengths while enhancing productivity. By involving community organizations who would provide grants for supplies and learning spaces throughout the community, we foster the value of learning in varied environments.

#### **Strategies to increase parental involvement**

- The Principal and the AP will create “learning walk through” sessions for parents thereby providing an opportunity for parents to witness firsthand what their child is learning.
- Parent Coordinator will coordinate activities and workshops at least monthly, inviting critical staff members, to present/share information with parents in an informal setting.
- The Principal and Parent Coordinator will organize a variety of activities including informal chat sessions whereby parents will be given the opportunity to share in concerns and discussion.
- Sponsor grade level meetings and hands-on workshops teaching strategies around literacy and mathematics in order to keep parents abreast of new methods in order to help children meet the CCLS.
- We will continue to provide adult ESL class to our parents, thereby equipping our parents with the language skills necessary to

advocate for their child's education as well as support their academic needs. Periodic progress reports to be read and signed by parents will be provided in an effort to keep children on task between report cards and quarterly parent teacher meetings.

- Parents will participate in Columbia University Teachers College training to learn how to best support their child in the 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.

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

If other is selected describe here:

**Service and program coordination**

- PTA, principal, and teacher collaboration through shared ideas and discourse will be the main resource that will be expended. However through the discourse possible utilization of Title I, Title III funds as well as OTPS may be used to support the engagement of parents school-wide.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

- This goal will help the school maintain its focus on meeting the DOE's Quality Review that requires that we meet the needs of the students as defined in the school's Progress Report for 2011—2012.

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

- With a more strategic focus on the practice of Balanced Literacy, teachers will be supported, through PD, which will be provided by Columbia University Teachers College, in specific areas of Balanced Literacy with a focus on responsive teaching, in order to best support the individual needs of students. Teachers will be able to address students' needs through the use of responsive teaching through specific components of Balanced Literacy including the read aloud, demonstration or modeled writing, shared reading, shared writing, guided reading, independent reading and independent writing, and word study. Utilizing classroom assessments, including formal and informal assessment data, for example in grades 3--5, the NYS Testing Program Item Analysis, running records, high frequency spelling and corresponding spelling stage, Acuity's Periodic Assessments, will provide teachers with information about their students' areas of strength and deficiency. Staff Developers will help teachers address the students' needs through the different components of Balanced Literacy. As part of the responsive teaching approach, teachers will model specific strategies during reading and writing workshop in addition to monitoring students while they read/write independently.
- In terms of addressing the Common Core Learning Standards for literacy, we will continue to study the standards closely with teachers and promote strategies that will raise levels of student performance. We will continue our work with the development of performance-based tasks in English Language Arts and facilitate discussions vertically and horizontally throughout the grades to ensure we are addressing the shifts in instruction, such as greater emphasis on nonfiction reading and writing and the increases in text complexity. Content area specialists will also support this work integrating rigorous reading and writing tasks within their programs, such as science and art. An emphasis will also be placed on requiring students to utilize domain specific language in their speaking, reading, and writing tasks across content areas.

#### **Strategies to increase parental involvement**

- Parents will take part in the Teachers College Reading and Writing Project workshops held at Columbia University
- Parents will go on learning walks with the Principal and AP as well as teachers.

**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**

➤ Title I funds will be utilized to ensure the implementation of high level high quality professional development.

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual School Goal #5**

- Improving Mathematics Instruction for (SWD, ELL, and the lowest third). Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal. Developing, implementing and supporting targeted math instruction to students, specifically SWDs, ELLs and students scoring in the lowest third of the tested population.

### **Comprehensive needs assessment**

- As identified by the New York State Department of Education's School Report Card for the year 2010-2011, SWDs are not making progress towards meeting their Academic Yearly Progress (AYP). As stated in the New York City Department of Education Progress Report 2010-2011, our SWDs, ELLs and students in the lowest third are scoring far below the cutoff for both 20% and 40% respectively. Our goal is one that is relevant and appropriate for meeting the needs of our students. According to the RTI initiative, finding the appropriate personnel to implement remediation is a necessity. Closing the gap between our SWDs, ELLs and students in the lowest third is a priority for the year 2012-2013.

### **Instructional strategies/activities**

Teacher-led inquiry groups (PBAT and grade level groups) will lead the discussion and implementation of reform to our current practices.

- Inquiry/PBAT /grade-level groups will analyze the 2012 test data to find specific areas of need to target for the school year (Quality Review 2011-2012). This action will take place in September and October 2012.
- Groups will compile data, looking for trends within the data. Results from the 2012 NYS Mathematics test, as well as current pre-and post-test will be analyzed for this purpose. Specific strengths and weaknesses of each student will be noted to find areas of instruction to target and remediate. This work will be performed by members of the AIS team, with input from the classroom teachers, in September and early October.
- Teachers will use results in planning and implementing lessons that will target these areas of need. Teachers will differentiate instruction to meet the needs of their students. Frequent informal and formal assessing will take place to check on mastery of targeted areas.
- For students needing more remediation, the RTI team (AIS, Principal, Assistant Principal, SETTS teacher, Special Education Teacher, ESL teacher, classroom teacher and the student's parent) will convene to strategize for the student's need. All data relating to mathematics instruction will be utilized to devise a plan for the student. Team will meet to decide on optimum scheduling to ensure the student's needs are being met.
- PBAT and grade-level groups will amend Units of Study to align with the CCLS. Use of data from ongoing informal and formal assessing will drive instruction. This work will be ongoing throughout the school year.
- Grade-level teams will develop pre- and post-tests for all Units of Study. ITA testing will monitor progress in grades 3, 4, and 5. Similar testing will take place in grades K, 1, and 2. The assessments will be given in October 2012, January 2013, and March 2013. Data gathered from these assessments will monitor for trends, individual students' results and areas in need of re-teaching.
- Common planning and professional development periods will be dedicated to revising mathematics instruction. This will take

place during grade-level meeting times throughout the year. Emphasis on using data to pinpoint areas in need of strengthening will be a primary focus.

- A three day holistic assessment comprised of performance-based examples, computation and extended responses, all aligned to the CCLS will be given to grades 3, 4, 5 to gage their readiness in meeting benchmarks for their respective grades. A similar assessment will be used for grades K, 1, and 2 to assess their readiness in meeting benchmarks as well.

**Strategies to increase parental involvement**

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

**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**

Funding for AIS, SETSS (Title I), and ESL (Title III) will be allotted for in our Fiscal Budget 2012-2013. If monies are available, the addition of an AIS math position has been added to our existing team to support teachers in their instruction, alignment to the CCLS, and to provide support toward helping students achieve higher measures on state and city assessments.

## **ANNUAL GOAL #6 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 #6**

- Support the academic and social/emotional needs of the ELLs as a sub-group.

### **Comprehensive needs assessment**

- Our ELL population has underperformed as compared to the general education population and consistently fall within the bottom third of the school in achievement. While ELLs continued to demonstrate growth in Mathematics with a 10.2% increase in the year 2012 from the year 2011, they had a demonstrated drop in ELA with a 9.3% drop. This continues to demonstrate the need to address ELLs as a distinct subgroup with specific instructional needs. Notwithstanding the drop in ELA, ELL students showed considerable performance increases in the NYSELAT (the NYSELAT continues to be our primary quantitative source for determining needs for our ELLs), gaining proficiency rating.
- Teacher made assessments also form a major component of the instruction that ELLs receive in ELA, Math, Science and Social Studies.
- Other formal needs assessments are based on: Periodic Assessments, Benchmarks, Running records, and Estrellita

### **Instructional strategies/activities**

- The Lexington Academy has a full TBE program and is slowly moving toward implementing a DL program which was started this year in Kindergarten and is scheduled to grow for the upcoming year into first grade, we also provide ESL services to parents that decide to forgo either the TBE or the DL program. The AIS teacher will provide instruction to ELL students in the content areas and provide the same students with strategic skills around developing skills toward mastery of the CCLS.
- The ESL teacher will implement different literacy and ESL strategies such as: Choral reading, visual supports, total physical response, shared reading and read aloud. These strategies will support ELL students toward English language acquisition.
- Student in grades 3—5 will be provided with a two day a week after school program and Saturday academy with small group targeted instruction.
- Title III Summer School Enrichment Program is offered to all “newcomers” as part of a language enrichment and immersion program.
- The English Language Learners team, made up of a diverse group of teachers engaged in studying the needs of our students and subsequently looking for ways to support classroom instruction.

### **Strategies to increase parental involvement**

- Parents will be provided with workshops around the CCLS. Best practices for supporting language enrichment and acquiescence. Critically important our parents are themselves offered a morning and afternoon ESL instruction.

**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**

➤ A full-time bilingual AIS teacher and certified ESL teacher will be kept on staff to support the academic needs of longstanding ELLs as well as newcomers. The schedule will be designed to support students with push-in as well as pull-out services.

➤ Classroom teachers will be sent to workshops provided by TCRWP as well as the Office of English Language Learners.

### 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	45 Instruction take many forms, including but not limited to guided reading, shared reading, and shared writing.	Push-in and pull out AIS. All sessions are done through small group instruction and some are done one-on-one	Service is provided during the school day. However the AIS and ESL teachers both provide small group work instruction to students at risk during extended day.
Mathematics	40 Instruction is mostly through small group work. Mostly through strategies for application of foundational math skills.	Push-in and pull out models are both used depending on the needs of the class and what the data says about what the students needs.	Service is provided during the school day. However the AIS teacher provides small group work instruction to students at risk during extended day.
Science	16 Mostly done with students in 4 <sup>th</sup> grade to support and prepare them to meet the 4 <sup>th</sup> grade standards.	Push-in and pull out models are both used depending on the needs of the student and what the teachers see as most beneficial for the specific student.	Service is provided during the school day. However the Science teacher provides small group work instruction to students at risk during extended day.
Social Studies	18 Mostly done with students in the upper grades learning to navigate text complexity and developing their ability to read non-	Push-in and pull out models are both used depending on the needs of the student and what the teachers see as most beneficial for the specific student.	Service is provided during the school day..

	fiction text.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	53 The type of service that is provided depends on the individual psycho-social needs of the students.	Group sessions Individual sessions	Always during school hours.

### 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.

As a school community we strive to ensure that an effective teacher is placed in each and every classroom; all of our teachers are NYS certified to teach in their area of instruction, i.e., early childhood, music, birth through 2, etc... The principal of the school works collaboratively with several institutions including New York University, Columbia University Teachers' College, and Bank Street to recruit from the most qualified teaching pool possible.

We rely heavily on the expertise of the NYC DOE New Teacher Finder and the principal has formed a relationship with several support staff at NTF to ensure high level high quality teachers are recruited.

We offer our new and veteran teachers high quality professional development through Teachers College Reading and Writing Project (TCRWP) on such topics as, small group instruction, conferring, responsive teaching, direct whole-group instruction, and data analysis. While the professional development is provided through TCRWP, many of the skills and talents that teachers develop are directly transferrable to content areas such as social studies, and science. The practice of the architecture of the mini-lesson is practiced for mathematics instruction.

Our teachers are provided with High Quality professional development through visits to Columbia University Teachers College Workshop Days, these include focused professional development on topics such as ELLs, SWDs, text complexity/CCLS, IEP development, formal and informal assessment, as well as support with the Performance Based Assessment Tasks. Our teachers study under renowned and published literacy experts such as: Mary Ehrenworth, Mary

**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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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

### B. Language Allocation Policy Team Composition

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish
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%)	20	21	0	19	20	17								97
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	4	15	8	4	6								39
<b>Push-In</b>														0
<b>Total</b>	22	25	15	27	24	23	0	0	0	0	0	0	0	136

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

### C. Home Language Breakdown and ELL Programs

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

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	14	8	4	3								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	1			3								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>39</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

### a. Organizational Models

#### Transitional Bilingual Program

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

#### Freestanding English as a Second Language

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

### b. Structures

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

Instruction is differentiated across the content areas to meet the needs of our ELL-SWDs. Teachers design units and lessons that give our learners multiple points of access to content including incorporation of visual aids, appropriately leveled texts and native language instruction. Our ELL-SWD students are made aware of their learning goals via ongoing independent conferences that take place with the teacher on a regular basis.

We have a bilingual AIS and bilingual SETSS teacher that offer both push-in and pull-out services to ELL-SWD students at our school. We also have a bilingual counselor and a bilingual guidance counselor that support the emotional needs of our students. We also have two bilingual speech therapists on staff.

### 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

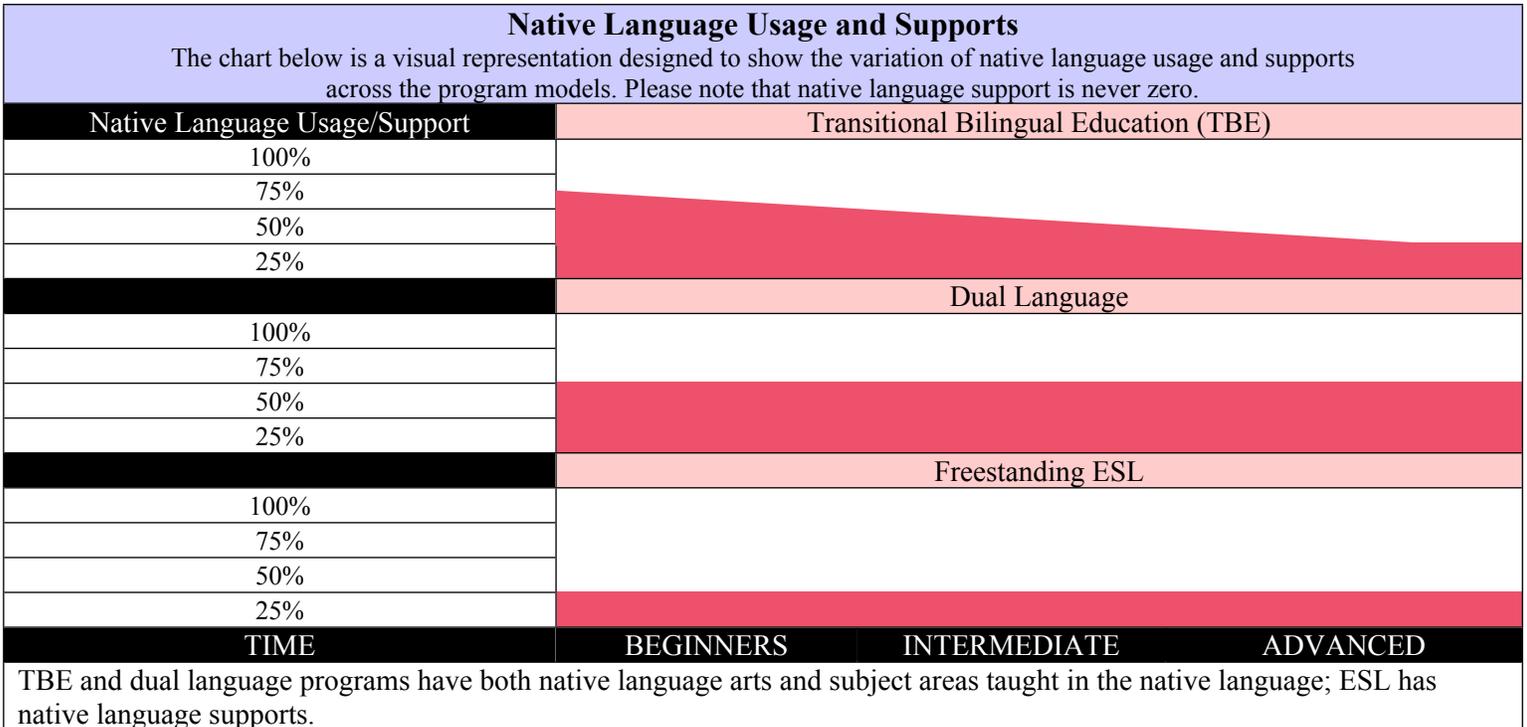
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction



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



## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

13. Laptops are available for all students in grades 3—5. Students in grades K—2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math sessions. All classroom teachers have access to an LCD

projector, laptop, and document projector (ELMO) used to maximize comprehensible input during all instructional periods but especially during ESL/ELA instruction. We were recently awarded a SMART Board grant and we look forward to installing them in classrooms that service ELL students.

14. Native language support is offered through a variety of methods, including, through the use of Total Physical Response (TPR), through scaffolding, and in small flexible groups. Native language support is provided in all subject areas including NLA, writing, math, science and social studies.

15. PS 72 offers unique services to our ELL students, services that support the ELLs' ages and grade levels. We have an AIS teacher that works primarily with upper-grade elementary students focusing on the needs of the older students, particularly in the content area. We also have a bilingual AIS/SETSS reading teacher that meets the emerging needs of our younger ELLs.

16. Each school year, the AIS Bilingual teacher, the Bilingual SETSS teacher and the ESL teacher, are assigned to the task of enrolling any new ELL students. They ensure that all newly enrolled ELL students are properly processed. These highly qualified teachers ensure that students needing the LAB-R, the NYSESLAT and/or any other assessments or specialized needs including special education services are met. Parents meet one-on-one with a staff member to receive an overview of the programs offered for ELLs at Lexington Academy.

17. Currently there are no languages offered as electives at Lexington Academy.

### C. Schools with Dual Language Programs

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

NA

## 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. Our professional development plan includes time set aside at our weekly grade-level professional development meetings to discuss the specific needs of our ELL students and what strategies we can use to help them and to make the grade-level curriculum accessible to them. We draw upon Mary Capellini's text "Balancing Reading and Language Learning" as a resource for educating our ELL personnel. We also use texts by Pauline Gibbons and resources from the Education Alliance at Brown University to help us plan our professional development activities. Most of our bilingual and ESL teachers continue to grow professionally through outside professional development opportunities as well. Staff members attend professional learning days at Teachers College related to meeting the instructional needs of ELLs. We also have an ELL Inquiry Team that meets twice a month. The ELL Team is dedicated to analyzing assessment data and researching and exploring best practices in the field of ELL instruction with the goal of improving outcomes for our ELL students.

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

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

## E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	5	3	8	2	2								38
Intermediate(I)	10	7	12	11	6	1								47
Advanced (A)	18	12	8	9	13	10								70
Total	46	24	23	28	21	13	0	0	0	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	0	1	0	1							
	I	8	1	3	0	3	0							
	A	13	13	6	9	6	5							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 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 TCRWP to maintain data and assessment information for our ELLs. In grades K—5 The assessments include but are not limited to writing on demand, concepts of print, upper-case letter identification, lower-case letter identification, sound identification, running record which includes students' level and accuracy rates as applicable. We also use EL SOL in kindergarten and first grade bilingual classrooms. This year we are piloting the Estrellita program in PK-1<sup>st</sup> grade, which has its own assessment and record keeping system. For our bilingual classrooms this data shows that our Spanish dominant students most often show mastery of early literacy skills in their native language before demonstrating mastery of early literacy skills in English. This finding is consistent with our bilingual instructional model and research in emergent bilingualism.

2. The NYSESLAT data indicates that students reach proficiency in speaking and listening prior to achieving proficiency in the reading and writing strands. These findings are consistent with research in second language acquisition. Across grades and across proficiency levels, and with both special education and general education students, students performed better on the speaking/listening portion of the NYSESLAT than on the reading/writing portion of the exam. Our NYSESLAT data also shows that across the grades students are achieving proficiency and passing the exam. Students who began as ELLs in bilingual kindergarten classes do achieve proficiency in all four modalities as they progress through the grades.

3. NYSESLAT data provides us with important information that we use when planning instruction. While we need to continue to support the development of academic oral language, we also need to bolster instruction in reading and writing for our ELL students. An area of instructional focus for this school year is adapting the Reading and Writing Workshops to better meet the needs of our ELLs. Teachers are working on developing lessons and units of study that provide specific supports for English Language Learners (e.g. use of realia, visuals, TPR, sentence stems, etc.) to maximize comprehensible input during mini-lessons. We need to pay particularly close attention to our SWD-ELLs, as they are a population that has historically struggled to pass the NYSESLAT exam.

4a. ELLs perform below grade level in both the ELA and Math exams. On ELA exam, 28% of all ELLs were proficient as compared to 35% of non-ELLs. ELLs fair better with content area tests, where they have the option of taking the test in their native language. On the NYS Math exam, 35% of ELLs scored at level 3 or 4 as compared to 35% of non-ELLs. On the Science exam, 82% of non-ELLs scored at level 3 or 4 as opposed to 72% of ELLs. We are working diligently to close the achievement gap between ELLs and their non-ELL peers on the ELA exam.

4b. The ELL Periodic Assessment is being used to determine student needs and support to prepare students to meet the requirements of the NYSESLAT. We are utilizing the modalities aspect of the test to guide our ESL needs.

4c. We currently have a teacher team analyzing the Periodic Assessment, with a focus on the modalities of listening, speaking, reading and writing. The teacher team is just beginning this work and further exploration will be required.

5. NA

6. We evaluate the success of our programs for ELLs in a variety of ways. We use both formal and informal data to assess our students and

their growth over time. We examine how students in our Transitional Bilingual Program fare as compared to students in our Freestanding ELL program. The formal data includes the number of students passing the NYSESLAT and meeting proficiency in ELA, Math and Science. Informal data includes teacher observations and running record and our TCWRP, EL Sol, Estrellita and teacher made assessments. The combined data provide for a holistic picture of the performance of each student, and in turn, allows for reflective professional practice.

### 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:</b> _____		<b>School DBN:</b> _____	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 04M072      **School Name:** Lexington Academy - PS 72

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

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Lexington Academy	DBN: 04M072
Cluster Leader: Chris Groll	Network Leader: Lucius Young
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 72
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III direct instruction supplemental program's purpose is to support ELL students develop the oral and written language skills necessary to become proficient in English. The subgroups that will be targeted include students that are not meeting promotional criteria based on a variety of data, including, NYSESLAT Data, NYS ELA/Math, Periodic Assessments, and teacher created informal data. The focus of Title III program will support ELL students develop their Common Core Learning Standards, specifically for writing. Students will develop skills for comparing across non-fictional and fictional texts. Students will learn how to utilize semantic maps for organizing their thoughts and developing a coherent argument and/or opinion based essay.

Also included in this sub-group will be students that are currently in the 2nd grade and that are already demonstrating a deficiency in developing their oral and/or written language. The 2nd graders may be considered "at risk" of not meeting specified state and/or city criteria for promotion.

The afterschool program will begin in early January and run through late April. It will run for approximately 1.5 hours twice a week (Thursday and Friday) and for 3 hours on Saturdays. While the instructional language will be in English all or most of the teachers will be able to support with Spanish as necessary. The program calls for 8 common branch/bilingual teachers and 1 ESL teacher. The types of materials that will be used include: Ready NY; NYSESLAT Preparation; ELA Sophistication and Rally Math.

### Part C: Professional Development

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

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

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parents will be provided with several workshops. The workshops will focus on "Sharing the Tricks of the Trade." Administrators (principal and assistant principal), Staff Developer and the ESL teacher will provide parents with hands-on activities that simulate what their children are expected to master.

Parents will also be engaged in a CCLS workshop and a workshop on Test Preparation. The focus will be on ensuring that parents leave with a series of strategies they can implement at home. The workshops will be offered monthly, as part of our Saturday Academy, January--April and they will be notified using the school's phone blast system, flyer blitzing, and backpack.

**Part E: Budget**

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

Allocation Amount: \$

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

**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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		