



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE FRANCIS LEWIS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q079

PRINCIPAL: PAULA MARRON

EMAIL: PMARRON@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Paula Marron	*Principal or Designee	
Alycia Morell	*UFT Chapter Leader or Designee	
Karen Curzio	*PA/PTA President or Designated Co-President	
Jennifer Yonkers	Member / Assistant Principal	
Jill Benedict	Member/ Teacher	
Denise Bracco	Member/ Teacher	
Susan Zweroff	Member/ Teacher	
Vicki Benjamin	Member/ Parent	
Nick Corrado	Member/ Parent	
Nelson Mar	Member/ Parent	
Rosella Perez	Member/ Parent	
Dina Randich	Member/ Parent	

** 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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, teachers will participate in 2 to 4 formative feedback sessions with supervisors and/ or colleagues through inquiry teams, grade meetings, and faculty observations to develop feedback systems that build understanding around the process of meaningful curricular and instructional adjustments in response to student learning needs. 50% of teachers will show evidence of implementation of next steps from formative feedback sessions.

Comprehensive needs assessment

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

The SLT reviewed and analyzed student performance on school-based and NYS exams. Additionally, we discussed the work that teachers are doing using the Danielson Framework for teachers using three competencies, designing coherent instruction (1e), questioning and discussion techniques (3b), and assessment of understanding (3d). We identified areas of need that focused on teachers' instructional shifts based on our assessment of rigorous Common Core aligned instruction. We determined that our collaborative focus on feedback systems will be used to improve teacher effectiveness and to increase student outcome.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: In order to successfully implement shifts in practice, school communities must develop a shared understanding of what effective instruction in response to assessment looks like.
 - Using teacher team meetings, school leaders and teachers will collaboratively develop feedback surveys and reflection sheets that support curricular adjustments and purposeful shifts in instructional practices.
 - Use grade level and faculty conferences to study student work, paying particular attention to SWD and ELL populations, in light of CCLS expectations.
 - Use TCRWP and CFN professional development to develop common language and common practices with a particular focus on rubrics work.
 - School leaders will establish an effective and transparent process to meaningfully engage in interactive feedback cycles with staff. Staff will reflect on effects of changes in instructional practice as a result of feedback.
 - Use teacher team meetings and inter-visitations to identify and share resources and structures to support teachers' understanding of specific Danielson rubrics.
 - Record low-inference student small group talk transcripts, teacher conference notes and student sample work over time as the basis for developing strategies to strengthen teacher practice.
 - Use teacher team meetings, grade level and faculty conferences, inquiry team meetings and PD days to strengthen teacher practice by looking at teacher work (lesson plans, tasks, etc.) and student work (performance tasks, running records, writing pieces, etc.) to identify what everyone agrees is strong.
 - Use common prep times to develop feedback structures and strategies that will strengthen teacher practice.
 - Use TLFSF funding for TCRWP PD, CFN Network Specialists to support CCLS aligned literacy and math support.

Target Population(s): Classroom, support and academic cluster teachers

Responsible Staff Members: School Leadership Team, Staff Developers, and Inquiry Teams of Teachers

Implementation Timeline: October 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and vertical teams to review student data gathered from periodic assessments.
- Teacher teams will evaluate TC Pro reading and writing levels three times a year using these interim benchmarks to increase student performance.
- Periodic Assessment Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - School Leadership Team and selected teachers host coffee and conversations / workshops with families to share Danielson Framework and feedback models.
 - The school will host workshops to support understanding of CCLS and Performance Tasks.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
 - Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - OTPS - Professional Development (TC)
 - Per Session Workshops – Local Measures and Parent Workshops
- Feedback sheets using research-based rubric, inter-visitation sheets, feedback cycles, reflections, etc.
- Low inference transcripts, teacher conference notes, student work samples over time
- Teacher-developed / TC rubrics for best practices with evidence of teacher and student work
- Alternate and formal observation teacher reports and supporting teaching work samples e.g. curricular revisions, conference notes, teacher

feedback, etc.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, all students will experience a minimum of 2 common core aligned units. One unit will be driven by the CCLS aligned TCRWP nonfiction informational or argument unit of study. The second unit will be driven by the DOE common core library performance tasks and/ or the teacher-designed Local Measures tasks. This will be measured by an increased median growth percentile in student progress in ELA from 65.0 to 70.0, as measured by the NYC Progress Report for 2012-2013.

Comprehensive needs assessment

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

The SLT conducted an in-depth data analysis of the school's progress report. We determined that we need to increase median adjusted growth percentile for individual students to ensure improvement on the state English test from 2012 to 2013, and to improve early grade progress (a weighted measure of 3rd grade students' test results based on demographic indicators of need.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Using different configurations of teacher team meetings, teachers will examine and analyze shifts in literacy instruction focused on a wider range of texts, particularly informational, as well as shifts in instruction that require learners to use text evidence to support arguments. As a result, 90% of inquiry team work/ teacher unit plans will show shifts in instruction.
 - 17% (8 out of 46 teachers) are engaged in the DOE Local Measures Pilot to develop, implement and score rigorous literacy performance tasks.
 - Use the teacher team meetings (instructional cabinet, lead teacher, grade and faculty conferences, etc.) to collaborate on new ways to teach and learn with a focus on embedding grade specific Common Core Aligned performance tasks into writing, specifically focusing on creating reading, writing, and discussion arguments for informational text grounded in text evidence.
 - In classroom inter-visitations, teachers will make thoughtful text choices that support students as they learn to read closely to make meaning from texts.
 - During common preps, teacher team meetings, teachers will study teacher tasks and student work to create and refine assessment rubrics to better align them with the CCLS expectations.
 - Use weekly inquiry team meetings during one extended day 50 minute period to integrate grade specific Common Core Aligned Performance Tasks in literacy into school-wide curricular maps, rubrics and assessments.
 - Use TLFSF funds to provide small group instructional support for subgroups in the lowest third, e.g. Reading Recovery; Foundations; additional part time ICT team teaching in fourth and fifth grade classes, etc.
 - Use TLFSF funds for TCRWP PD, as well as CFN Network specialists support for curriculum and assessment development
 - Use Title III funds to provide after school support to ELLs focused on writing.

Target Population(s): Classroom, support and academic cluster teachers

Key Personnel and Other Resources: School Leadership Team, Staff Developers, Inquiry Teams of Teachers, Reading Recovery Resources, Wilson,

Implementation Timeline: October 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and vertical teams to review student data gathered from periodic assessments.
- Teacher teams will evaluate TC Pro reading and writing levels three times a year using these interim benchmarks to increase student performance.
 - Periodic Assessment Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

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

School Leadership Team and selected teachers will design training modules and host monthly coffee and conversations with parents.

- The school will host workshops to support understanding of CCLS aligned report cards, NYC performance tasks, etc.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - OTPS - Professional Development (TC)
 - Per Session Workshops – Local Measures and Parent Workshops
 - After School and Early Morning student support
 - Extended Day Support
- Samples of inquiry work /teacher plans showing instructional shifts based on collaborative study of student learning in response to teaching (revised lesson plans, annotated rubrics, etc.)
- Data from Local Measure Pilot.
- Samples of teachers' conference notes, teacher rubrics, teacher reflections in response to teacher changes.

- Data reflecting increases in reading and writing proficiency, e.g. quarterly TC Assessment Pro data, Pre to Post Literacy Performance Task increases, etc.

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To improve teacher effectiveness by providing professional opportunities for teachers to engage all students in a rigorous math task aligned with the common core standards
- By June 2013, all students will experience revised math problem-solving rubrics as each grade implements at least one common core aligned math unit driven by the DOE common core library math performance task. This will be measured by the student progress section of the 2013 NYC Progress Report in which the median adjusted growth percentile in math will increase to 68% of the peer range.

Comprehensive needs assessment

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

The SLT reviewed the student progress data for our school, and we determined that we need to increase our median adjusted growth percentiles as compared to our peer group ranges. Based on a review of the Common Core Library math performance tasks and units and on student performance and progress on the NYS exams, we identified areas of need within our curriculum, instruction, and assessment. We determined that there is a need to increase higher level thinking and math explanations for problem solving. We anticipate that utilizing the CCL math units across the grades will support increased student progress.

Instructional strategies/activities

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

- Teachers will meet in teams to assess student work and plan lessons that address surfacing gaps.
- Using the grade level and vertical team meetings to collaborate, teacher teams will collaborate on instructional shifts focused on teaching students to develop the ability to think with mathematics, independently select correct mathematical tools and make mathematical arguments to explain “real world” solutions to math problems as part of questioning, discussion, and writing about math.
- Teachers will plan instructional shifts that emphasize conceptual understanding, procedural knowledge and precision.
- Teacher will use inter-visitations, common preps and team meetings (inquiry, grade level, vertical) to study student work, revisit and revise lesson plans and provide feedback to students and to each other.
- Use TLFSF funds for per session and/or per diem to support PD, study groups, as well as for PD with CFN Network specialists;
- Use Title III funds to provide early morning support to ELLs focused on math;

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of

the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Responsible Staff Members: School Leadership Team, Staff Developers, Math Lead Teacher, Inquiry Teams

Implementation Timeline: October 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet with school leadership and in different configurations of teacher teams to review feedback.

- Periodic Review Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - School Leadership Team and selected teachers will design training modules and host parent workshops to support understanding of CCLS aligned report cards, NYC performance tasks, etc.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
 - Parents will be trained on how to use ARIS Parent Link.

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 Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

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

- ELLs will participate in after school programs that have been established as part of the overall instructional program.

Funding Sources:

- Use one extended day period per week. Note: ALL AIS students will be serviced.
- Use weekly common prep periods to develop differentiated rubrics that support key subgroups.
- Use TL FSF funds to support math / CCLS / NYC Performance Task staff development.
- Use per session/ per diem funds to support teacher study groups to develop rubrics and teacher toolkits, i.e. toolkit for meaningful

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To collaborate with faculty on the implementation of the RTI (Response To Intervention) citywide initiative
- By June 2013, school administrators and staff will participate in professional development on the NYC Special Education Reform initiatives in ways that enhance early identification systems for students who need additional support. As a result, 50% of teachers will show evidence of the implementation of Tier 1 and Tier 2 RTI services in ways that will address multiple entry points for identified students.

Comprehensive needs assessment

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

Based on a review of RTI protocols and procedures and student performance on school-based and NYS exams during the 2011-2012 school year, the SLT identified areas of need within our instruction and assessment and the alignment with the Common Core Learning Standards. We determined that additional professional support is needed in the area of RTI. Additionally, we recognize the need to design and implement specific instructional shifts to support increased student outcomes for all subgroups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- School administrators and staff will collaborate on Special Education Reform initiatives in ways that enhance early identification systems for students who need additional support. As a result, 80% of teachers will receive professional development on Tier 1 RTI services.
- Increased support in order to achieve progress for lowest third population as measured by the NYS ELA and Math tests. This will be implemented through a variety of supporting programs, team teaching support in part time ICT for fourth and fifth graders, Wilson, etc.
- Increased support for primary learners who exhibit a need for targeted intervention based on patterns of concern, e.g. Reading Recovery, Foundations, etc.
- Using focused TCRWP and CFN professional development, 20% of teachers (approximately 10 out of 50 teachers) will design and implement specific instructional practices (e.g. reading skills and strategies tool kits) to address student growth using multiple entry points.
- Using inquiry teams, teacher teams will collaborate on strategically designing instructional shifts in order to provide high-quality supports and extensions so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks.
- Use TSFSF funding to support two SES (Special Education Support) positions that are used for a variety of purposes, e.g. Reading Recovery, Foundations, ICT team teaching support, etc.
- Focused small group work, with grouping based on a variety of data, IEP, ARIS data, conference notes and student sample work.

Responsible Staff Members: School Leaders, CFN Special Education Instructional Support Team, Literacy and Math Lead Teacher, Teacher Teams – RTI, PPT, and Special Education Teams

Implementation Timeline: September 2012 through May 2013

Steps for Including teachers in the decision-making process

- Teachers will meet with school leadership and in different configurations of teacher teams to design, implement and assess RTI initiatives.

- Periodic Review Dates: November 2012, January 2013 and March 2013

Strategies to increase parental involvement

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

- The school will host a coffee and conversation / workshops to support parent understanding of NYC special education initiatives and RTI.
- Parents will create a parent resource library to share RTI guidelines.
- Parent Coordinator and other staff (e.g. SBST) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.

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 Title I Title IIA Title III x Grants Other

If other is selected describe here:

Service and program coordination

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

- Per Session: TL FSF and TL Data Specialist funding for workshops, website, etc.
- Copies: Bulk School Aide Fair Student Funding
- Use TL FSF and per session funding (if available) or comp time to provide speakers for RTI workshops.

Funding Sources:

- Use weekly common lunch periods to develop RTI guidelines.
- Use TL FSF per session/ per diem funds to support SBST / Teacher workshops / learning feedback.
- Inquiry work / ARIS data for the lowest third subgroup populations
- Agendas for PD for RTI work and for new programs, e.g. Reading Recovery, Wilson, TCRWP, etc.
- Teacher conference notes, student samples documenting progress, etc.
- Parent workshop agendas / attendance.

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	Nonfiction complex text skills and strategies; repeated readings; interactive writing;	AIS is provided by classroom teachers 2X per week, 2:20 p.m. to 3:10 p.m. In addition, small group instruction is provided by AIS teachers throughout the school day: Wilson, Foundations; guided reading, phonics, writing mechanics and content, and spelling patterns and rules. Attendance is voluntary based on teacher recommendation.	During extended day AIS and during the school day
Mathematics	Math problem-solving strategies; use of manipulatives;	AIS is provided by classroom teachers 2X per week, 2:20 p.m. to 3:10 p.m. In addition, small group instruction is provided by AIS teachers throughout the school day: re-teach of EveryDay Math concepts; use of manipulatives and problem solving.	During extended day AIS and during the school day
Science	NA	During the AIS period, science content is incorporated into the read-alouds.	
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NA	Sessions include: small group, individual counseling sessions, and classroom guidance lessons provided to assist at-risk students. At-risk Services provided by the School Psychologist Verbal therapy in 1:1 or small group setting during the school day. Also, provide crisis intervention for child, classroom teacher, and/or parent when necessary. At-risk Services provided by the Social Worker Counsels children on individual basis; meets with small	During the school day

		groups of children that have family issues; is in contact with parents when appropriate.	
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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.

- 100% of HQTs according to the 2011-2012 and the 2012-2013 BEDS surveys
- Administrative staff and teams of teachers regularly interview candidates to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

**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.

PARENT INVOLVEMENT POLICY (PIP)

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 all students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events; Coffee and Conversations;
- 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 as well as parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers; adding library parent brigade to support parent access;
- 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 parent express communication emails; PTA and SLT bulletin board; Parent Handbook in multiple languages;
- 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.

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.

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;

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;
- arranging additional meetings at other flexible times, e.g., morning or evening 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 that information about 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child as well as 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;

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 his/her education by promptly 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. 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 Peggy Miller	District 25	Borough Queens	School Number 79
School Name Francis Lewis Elementary			

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

Principal Paula Marron	Assistant Principal Frances Walters
Coach	Coach
ESL Teacher Mariella Barkouras	Guidance Counselor Melissa Goldstein
Teacher/Subject Area	Parent
Teacher/Subject Area Christina Monaghan	Parent Coordinator Jennifer Fertile
Related Service Provider Fran Oreggia	Other Lisa Moore
Network Leader Peggy Miller	Other

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

D. School Demographics

Total number of students in school	859	Total Number of ELLs	68	ELLs as share of total student population (%)	7.92%
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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. a. Initial identification of those students who may possibly be ELLs began with certified pedagogues administrating the Home Language Survey during school registration. These pedagogues where Fran Walters and Paula Marron along with school secretary Amalia Wooley. All participants speak English. This process included an informal oral interview in English. When other volunteers where available during registrations that shared parent/student native language translation was provided. HLIS was also provided in Korean, Chinese, Spanish, Arabic, and other languages to meet language needs as well. A certified ESL teacher then administered the LAB-R to qualifying students. Mariella Barkouras is fluent in Greek and English and proficient in Spanish. The LAB-R was administered to students with in the first 10 days of school or new registration. For Spanish speaking students the Spanish LAB was also administered. Also, with in the first month of school, Parent Survey and Program Selection was completed during a Parent Orientation. As in years past, the New York State English as a Second Language Achievement Test (NYSESLAT) will also be used to evaluate ELLs in our school. To ensure that all ELLs take the NYSESLAT reports are run from ATS to list students and trained test administors give the test and keep record of all dates, places, and times.

2. In order to ensure parents understand what programs are available and what their children are entitled to as ELL students, the school has been vigilant in sending the appropriate letters home explaining services. These letters were sent in both English and the home language of each student. Communication to parents was done in a timely manner (with in the first month of school) and a Parent Orientation for new ELL students was conducted within the first month of school. During the Parent Orientation both CFN Representative Giuvela Leisengang was present with the certified ESL teacher, Mariella Barkouras. A recommended and universal agenda was followed by both parties and parents where introduced to all three programs available to their children. The Chancellor's Parent Orientation video was shown in English and home language of attending parents. Brochures, Parent Surveys and Program Selection Forms were also available in home languages. These forms where collected after the orientations and photocopies of all materials were made and kept on file.

3. To ensure that parents receive entitlement letters and Parent Survey and Program Selection forms are received, letters were sent home with a tear-off to confirm receipt. Also, follow up calls were made to ensure receipt. Copies of all letters are copied and kept on file in both home language and English. The parents whom responded back or choose a TBE or Dual Language Program which is unavailable at our school were informed with the schools available in the district with those programs and what the next steps, i.e transferring, would be. All of these interactions, letters, and forms are kept on file in yearly folders.

4. In order to ensure that parents understand the programs available to their child, the Parent Orientation provided brochures in English and in the home language to parents for their overview. Also, the orientation video was played in each home language for parents as well. During the orientation parents also had the opportunity to ask questions, which certified pedagogues answered. Parents were also offered a translator at any point throughout the school year in which we use the city provided translator program. Original and copies of placement letters are kept on file in both languages to record that the letters were sent and provided to both newly identified ELLs and continuing ELLs.

5. The trend of choices from 2009-2011 is a majority of first choices in Freestanding English as a Second Language programs (60/145). As a second choice, the majority of parents choose a Dual Language Program and as a third choice, the majority of parents choose a Transitional Bilingual Education program.

6. For parents who have requested the TBE or Dual Language model, this is not available at our school. However, parents who choose one of the two programs above as their first choice were informed with the nearest schools in our district and offered transfer forms. The school does not have a Dual Language model, which was the majority second choice for parents; we do not have the sufficient amount of students with one common language to provide that program. Parents have requested a Dual Language model for this year and we provided them with the nearest school that offers this model to their student. The languages this was requested for was Spanish and Chinese.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	3	5	8	7	8								31
Push-In	8	5	3	0	1	0								17
Total	8	8	8	8	8	8	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	14
SIFE		ELLs receiving service 4-6 years	9	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										0
Dual Language										0
ESL	59		12	9		2				68
Total	59	0	12	9	0	2	0	0	0	68

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	3	5	0	2								14
Chinese	5	8	6	7	2	8								36
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	1	0								1
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	3	2	0	1	2	1								9
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	1	1	2	2								8
TOTAL	10	13	10	15	7	13	0	0	0	0	0	0	0	68

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?
 - a. Instruction of ELLs is delivered through a Push-In model where Co-Teaching takes place as well as some Pull-Out classes to meet the needs of our students.
 - b. The program models followed are both Push-In and Pull-Out. In both Push-In and Pull-Out classrooms students are Ungraded and Heterogeneous. During Push-In classes students from other classrooms travel as a group to the classroom where the instruction is taking place. During Pull-Out classes, students come from their own individual rooms and meet in ESL classroom.
2.
 - a. With collaboration from the principal, vice principal, ESL teacher, Special Education team members, and general education classroom teachers, our staff was able to plan accordingly and ensure that all students meet their mandated number of instructional minutes according to proficiency levels in each program model. Each student is schedule per individual level to a Push-in or/and Pull-out model classroom to meet their mandated minutes. A majority of the beginner and intermediate students follow a schedule of five 45 minute sessions of Push-in and three 45 minute sessions of Pull-out per week.
 - b. Our school only provides a Freestanding ESL Program therefore instructional minutes in which the language of instruction is other than English does not exist.
3. All of our Push-In model classroom sessions take place during Reading or Writing. To ensure that ELLs are provided with an opportunity to enrich language development ESL methodologies are infused into general instruction. Examples are literacy blocks and scaffolding, providing picture dictionaries, modifying language in materials to help ensure understanding, differentiation, etc. The Teachers College Reading and Writing Project model and materials are used as well. Turn and talk strategies are used to allow ELLs time to speak and also for teacher provided instant feedback time.
4. During the LAB-R testing process students whose native language is Spanish and who show difficulty or no understanding of the English presented in the test, are then administered the Spanish LAB in order to be appropriately evaluated.

A. Programming and Scheduling Information

5. How do you differentiate instruction?
- a. We currently do not have SIFE students, however if met within the year with a newly registered SIFE student the student would be integrated into instruction with the beginner level students. Within those classrooms the student would be provided with differentiated instruction and activities that would allow them to beginning building language again. We would use books on tape and Internet ELL sites to support the needs of the student.
- b. For ELLs in US schools less than three years (newcomers) we will use the same ESL methodologies mentioned earlier. In addition, in preparing them for the state ELA test we will concentrate on building the students' Cognitive Academic Language Proficiency where a heavy emphasis on content area vocabulary is in place.
- c. For ELLs receiving 4-6 years of services, we plan to identify the content area where the student struggles and concentrate instruction in that area. Students with 4-6 years of services will also have instruction heavily concentrated on building academic language.
- d. We correctly do not have long-term ELLs in our program, however if faced with a student who is we plan to use certain instruction that supports state standardized test. Within this instruction we will teach the student specific strategies needed to help during the test and in regular classroom learning.
6. Instructional strategies and grade-level materials are in place for ELL-SWDs. ESL methodologies are used in conjunction with programs like Foundations, Teacher's College Reading & Writing workshops, the Wilson Model, etc. ELL-SWDs are also placed in a classroom where a certified Special Education teacher is available as either a co-teaching model or support. There is also content collaboration with the Special Education teachers to ensure both ESL and SPED methodologies and strategies are in place. In addition, the Pre-Referral Intervention Manual (PRIM) is readily available and used to help find appropriate strategies for ELL-SWDs. Additional materials included students leveled books and a leveled library is available in all classrooms.
7. By co-teaching with appropriate materials and a variety of instructional strategies we meet the needs of all students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

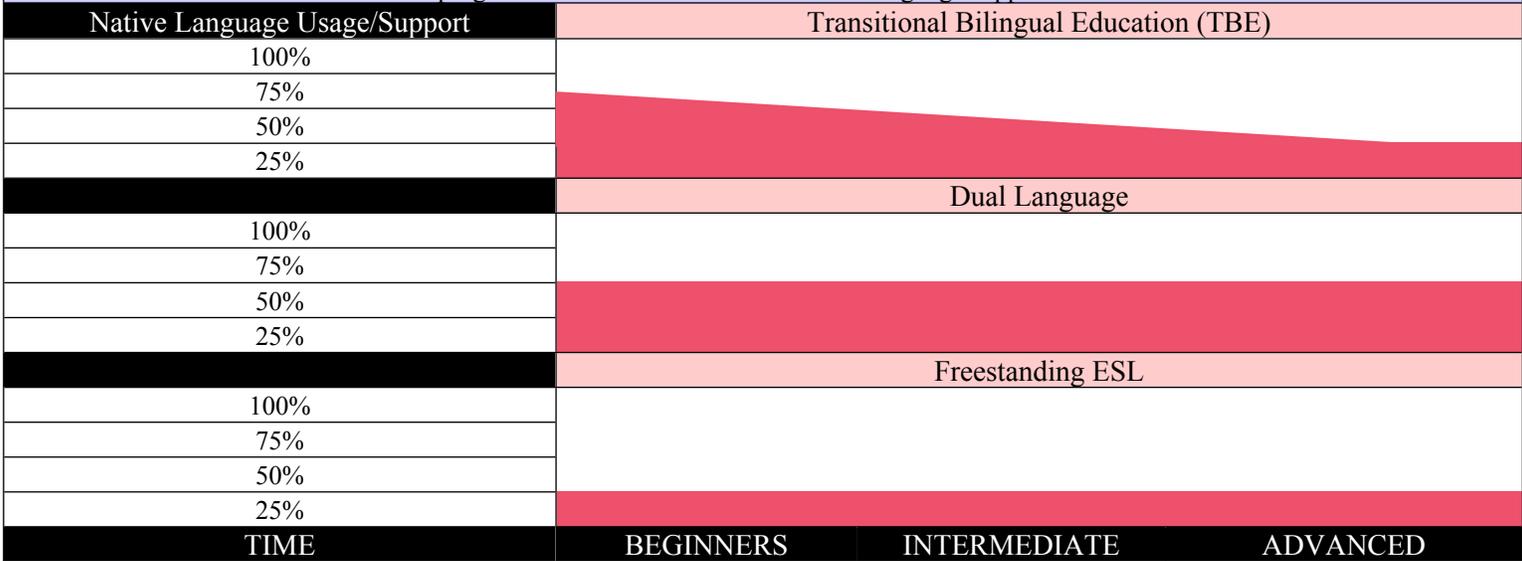
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA, math and other content areas take place during Academic Intervention Services (AIS) twice a week after school. Also, a future Title III after school program will be put in to place if funding becomes available. These services will always be instructed in the English language but will provide native language support through bilingual dictionaries and other materials. Throughout all subject areas; ELA, Math, Social Studies and Science ELLs are supported through charts displayed in classrooms that provided picture and word associations. In Math manipulatives are used to help ELLs grasp concepts. In Science a hands on learning approach is used so that students can have tangible experience of the content being taught. Across the curriculum and different content area subjects Thinking Maps are used. Teachers are well trained in using Thinking Maps and use of them takes learning one step further by allowing ELLs and other students to practice processing skills.

9. Continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT will be provided during Push-In model classroom time as well as extended time on standardized tests.

10. This school year we are implemented a Push-In model to improve students' academic performances.

11. No programs/services for ELLs have been discontinued.

12. ELLs are afforded equal access to all school programs through the many programs including band, monitoring squad, student government, all arts programs provided on each grade level, and extended day. During the extended day program, teachers recommend students for extra help. The school is also working with The Metropolitan Opera and Marquis Studios during the school day which ELLs participate in. Pending on Title III funding a before school program could be put in place to provide extra support for ELLs. This again is pending so dates and times are to be determined.

13. Instructional materials like Imagine Learning, a new Media Center, smart board technology in a large majority of rooms, new books and books on tape, are all available for classes to work on/in. Bilingual dictionaries are offered to students at all times but no native language materials are available as we do not have a Dual Language or TBE program model available.

14. Multicultural and bilingual books are available for students as well as books on tape to support native languages of students. As we only have a Freestanding English as a Second Language program model additional materials in native languages are not available.

15. Yes, required services support and resources correspond to ELLs' age and grade levels by choosing grade level and age appropriate books, modeling points, etc.

16. None.

17. None.

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)?

No Dual Language Program

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. We are working with Giuvela Leisengang, Support Specialist from CFN as well as Professional Development from Teachers College. School staff receiving professional development includes the assistant principal, common branch teachers, paraprofessionals, special education teachers as well as cluster teachers. Teachers College workshops have already begun in our school with visits from Emily Noto (Oct 7th), Ali Marron (9/12, 9/16, 10/5, 1/25, 2/8, 3/21, 3/28, 4/8) Beth Moore (9/16, 2/6, 2/13, 3/5), and Liz Fisher (9/13, 10/3). Staff Development for the Metropolitan Opera Guild took place on 9/27. Faculty Meetings take place on the first Monday of every month. Reading Tracker in Person Training for staff also took place on 9/20, 9/28, and 10/12.

2. The school Guidance Counselor talks to students about middle school choice options and parents are informed about upcoming open houses at each of the areas's middle schools.

3. To meet the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P., administration will work with the ESL teacher to coordinate various times and places as well as appropriate materials to professional development in a timely manner. This include Chancellor's Conference Day, faculty and grade conferences, outside workshops provided by CFN Network, etc. Records from these meetins will be maintained from schedules that are kept, notes taken at each meeting, overview of meeting sent from Principal via email, and grade/team conference follow ups.

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. Parent involvement includes invitations to classroom celebrations, coffee & conversation dates with the principal, monthly PTA meetings, class trips, and school recitals. We hold regular workshops for parents in addition to the invitations to activities listed above and the Parent Coordinator, Jennifer Fertile, communicates regularly with parents. Translation services are available during parent/teacher conferences, the state phone line for translators is used when needed, and translators can and are called ahead of time to attend important parent meetings.

2. At this time the school does not have any partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL Parents.

3. We evaluate the needs of parents through surveys, PTA, the Learning Environment Survey which is sent home, and having an open door policy to ensure that parents are comfortable expressing their concerns and needs.

4. Parental involvement activities address the needs of the parents by keeping them informed and helping find the information needed about school curriculum and activities.

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)	1	7	3	3	0	0								14
Intermediate(I)	1	4	3	5	2	4								19
Advanced (A)	8	1	5	8	4	9								35
Total	10	12	11	16	6	13	0	0	0	0	0	0	0	68

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		0	3	8	4	9							
	P		1	2	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	3			6
5	1	7	4		12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

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.

1. Teachers College Pro Assessments Concepts of Print are used throughout the school. In 2nd grade the EPAL is used as an assessment of early literacy skills for all students including ELLs. From the data we are able to see what sub areas of literacy the children need additional help on. This then leads to ideas on how to shape our instructional plan.
2. The data patterns that are shown across proficiency levels (on the Lab-R and NYSESLAT) show that a majority of the ELLs are advanced or proficient in the Listening & Speaking area of the tests but are scoring mostly within the intermediate and advanced for Reading & Writing. In lower grades the proficiency levels are more spread throughout the entire beginner to proficient spectrum while the upper grades are concentrated right in the middle for Reading & Writing
3. Based on data, ELL instruction will take precedence in the Reading & Writing content areas in order to move students forward in this area of the test.
4. For each program, answer the following:
 - a. Patterns across proficiencies and grades are stated above. Data for ELLs taking tests in native language is not applicable.
 - b. Period Assessments help in targeting specific needs of individual students based on results of testing.
 - c. From the Periodic Assessments data has helped us see a trend in a need to increase essential vocabulary. Also a need for ELLs to speak out loud and participate in daily discussions with in the general education classroom.
5. N/A
6. In order to evaluate the success of our programs for ELLs we use data from assessments like the NYSESLAT, TC Reading & Writing Levels, as well as track student development through individual portfolios.

Part VI: LAP Assurances

School Name: <u>79</u>		School DBN: <u>25Q079</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Marron	Principal		
Frances Walters	Assistant Principal		
Jennifer Fertile	Parent Coordinator		
Mariella Barkouras	ESL Teacher		
Dina Ingram	Parent		
Christina Monaghan	Teacher/Subject Area		
Stephanie DeFelice	Teacher/Subject Area		

School Name: 79

School DBN: 25Q079

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Giuvella Leisengang	Coach		
Liz Fisher	Coach		
Melissa Goldstein	Guidance Counselor		
Peggy Miller	Network Leader		
Lisa Moore	Other <u>S.E.</u>		
Fran Oreggia	Other <u>S.E.</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q079** School Name: **PS79**

Cluster: **2** Network: **207**

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) and Home Language Codes in our school's ATS system allow us to assess our 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. The information provided from this data then allows us to gauge what languages are spoken in our school and provide school information in home languages. The NYCDOE materials available in a variety of languages and services provided by the city are then used for communication.

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

Our school's primary home languages are Chinese, Korean, Greek and Spanish. The findings of these statistics are available to all staff in the main office where materials/resources in these languages are also available.

Part B: Strategies and Activities

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

The school uses NYCDOE Translation & Interpretation Unit services when needed. If written documents are needed to be translated that are not already provided by NYCDOE then documents are submitted in a timely manner to allow for processing.

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.

Oral interpretation services provided by the school are a combination of use of the NYCDOE Translation & Interpretation Unit over-the-phone services and in-house by school staff. For times when immediate communication is needed and a staff member speaks the home language an in-house approach will be used. For formal parent conferences and meetings over-the-phone translation & interpretation services will be used or a pre-requested translator will be called in from the same unit.

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>.

Our school has already fulfilled Section VII of Chancellor's Regulations A-663 regarding parental notifications requirements for translation and interpretation services by first determining within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. In addition, we maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. In addition, parents are provided with a brochure from the Translation & Interpretation Unit at registration and again at Parent/Teacher Conferences. Parents are also aware that they are allowed to bring an adult companion (over the age of 18) to provided translation and interpretation services and they can request free services when necessary.

In regards to school notifications to parents, our school and offices providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also have posted in the main entrance of the school a sign in most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website is used to help provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services when needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Francis Lewis Elementary

DBN: 25Q079

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served: 25

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 1

of content area teachers: 3

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 priority of our program is enhance learning for newcomers as well as intensify instruction for ELLs with in the program for 3-4 years. The program builds self-esteem in each targeted students by faciliating successful second language acquisition (listening, speaking, reading, writing). Students receive instruction in a holistic, fun and comfortable environment. Oral/aural communication is encouraged through the utilization of the expressive arts (music, dance, drama) in addition to role-play and total physical response. The involvement of ELLs in content-based experiential learning activities facilitates acquisition of academic language proficiency.

Students are grouped by grade and English language proficiency. Students in first and second grade are grouped in one classroom with the general education teacher. Students in third and fifth are placed in test prep after school with grade specific general education teacers. The certified ESL teacher in the building will rotate to all the afterschool sessions and spend 30 minutes with each group. All of the general education teachers meet with the ESL Certified teacher to discuss what lessons, strategies and methodologies should be used with these students. title III sessions take place on Monday afternoons (2:30-4:00pm) through the months of January through May. The utilized program provides targeted children an opportunity for extra help in a classroom setting. The language of instruction is English. Instructional strategies, activities and programs are being implemented to ensure the LEP students meet the standards and pass the required State assessments. In addition, we will be using Teachers College Reading & Writing workshop, Thinking Maps, and students are offered extra minutes of instruction/extra help during extended day twice a week. These steps are in line with the NYS Dept. of Education Actions Steps for ELLs providing intesive English language instruction. TITLE III funds will be used for extention of these methods in an after school program.

ELLs are included in the read aloud, interactive read aloud and shared reading experience by using pictures, gestures and vice inflection to convert meaning, pointing to pictures and words as you read, dramatizing, providing realia and manipulatives, allowing students to respond non-verbally to comprehension questions. Some ESL teaching techniques that include ELLs in the guided reading approach are: pre-teaching basic vocabulary, key phrases and concepts from selection by using realia, visuals, gestures and dramatization, "picture walks", "echo reading", finding clues for inferential questions. Also, ELLs are included in the independent reading experience by having available leveled library books, i.e., beginning books. Additional balanced literacy approaches include: reading partnerships and independent reading conference with the classroom teacher. Students will also be using Imagine Learning during our afterschool program, at no cost to the budget. Funds from the TITL III budget will be allocated in supplementing materials for Read Alouds, Guided Reading, and growing our bilingual and multicultural libraries. Also a portion of the budget will be allocated for iPads with reading/phonic program applications that students can use independently as a supplemental piece during small group work for students not participating in the strategy lesson or guided reading.

ESL methodologies are also integrated into the Writing Process Approach during our after school program. Some examples of this are using writing scaffolds for beginning ELLs like oral discussions, partner stories using pictures and wordless books, creating concept books, creating peek-a-boo stories

Part B: Direct Instruction Supplemental Program Information

or riddle books, pattern poems, from personal journals to buddy journals, and clustering. Strategies for intermediate writers include Show and Not Tell, sentence combining or shortening, sentence models, and mapping.

During the Math Workshop Model, ESL methodologies like the use of manipulatives to reinforce learning , problem solving techniques, class room charts and working with the CFN support specialist, Liz Fisher, will help support ELLs. Materials bought with funds from the TITLE III will support this work.

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: Three study group cycles are in place for the 2012-2013 school year to provide teams of teachers with collaborative ELL staff development. In November, the topic of Who Are The Second Language Learners In My Class? will be presented to the staff. In February, the topic of How Does a Child Learn a Second Language? will be shared. In April, the topic of Strategies in Second Language Learning will be shared. Professional texts will be used as the conduit of learning as well as professional articles will be distributed to staff in order to keep them apprised of latest trends and strategies for successful support of ELLs in and out of the classroom environment. In an effort to develop common instructional focus and a coherent school culture, professional collaborations will be supported thorough inter-visitations and time to stdy student and teacher work with the goal of improving instructional and student outcomes. As per the Chancellor's recommendations for ELLS, the program for ELLs will be aligned with the comprehensive core curriculum in mathematics and literacy. In an effort to develop a common instruction focus a common instructional focus and a coherent school culture. proffessional collaborations will be supported through inter-visitations and time to study student and teacher work with the goal of improving instructional and student outcomes. We will also keep staff apprised of latest trends and strategies for successful support of ELLs in and out of the classroom environment. Providers of these professional development sessions will be determined based on availability in the district by administration and the ESL teacher in the building and given to the entire school staff.

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

Part D: Parental Engagement Activities

Begin description here: TITLE III funds will be used to help enrich our ELL Parent Outreach Program. Some of the new activities planned in our ELL parent outreach program include an informational session prior to the NYSESLAT test to give tips on preparing their children for the test. The tentative date for this meeting will be the Monday before April vacation in order to allow parents time to respond back during the week with additional questions. During the meeting we will familiarize with the test format and some strategies they can use at home. In addition, we are planning a session with our librarian on literacy tips ELL parents can use at home like just right books, juicy words, etc. The date for this session will be later in the year to inform parents on the type of work they can do with their children when school is out of session. Parents are informed of activities in their preferred language and if translation services are requested during activities, these needs will be met.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$10,038</u>	<u>200 hours of per session fo ESL and General Ed teacher to support ELL students: 200 x \$50.19 (current teacher per session rate with fringe) = \$10,038</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$0</u>	<u>Children First Network #207 Support Liason - Giuvela Leisengagng, working with teachers and administrators once a month on curriculum enhancement and continued support of the ELL lead teacher.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,162</u>	<u>Books (guided reading, read alouds, and multi-cultural) as well as iPads as supplemental material to use during small group instruction.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200</u>	<u>\$11,200</u>

