



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LYONS COMMUNITY SCHOOL
DBN (i.e. 01M001): 14K586
Principal: TAEKO ONISHI
Principal Email: KONISHI@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Leader or Designee	
Tarra Mentore	*PA/PTA President or Designated Co-President	
Darron Burgos	DC 37 Representative, if applicable	
Carmen Figueroa, Juan Ascona	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jody Madell	Member/ teacher	
Sarah Schauben-Fuerst	Member/ Assistant Principal	
Veronica Gonzalez	Member/ Parent	
Marion Pollins	Member/ Parent	
jJolanta Rutkowski	Member/ Parent	
Jessica Lloyd	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 the end of June 2014, the administrative team will have completed all the mandated observations and MOSL work through the Advance system, in addition to additional observations and feedback based on a tiered system based on teachers needs and experience. We will also use additional Google forms systems to track the additional observations.

Comprehensive Needs Assessment

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

The DOE has mandated the use of the Advance system. In the past years, through preparing for the transition to the Danielson system, we have created systems for tracking and increasing the number of observations we have done. Our task this year is to complete the transition to the new system, making the systems as beneficial to the teachers as possible, and include additional aspects we believe will improve teacher practice. We recognized over the past two years, the benefit of frequent short observation cycles, but need to continue to hone the system to make it both feasible and useful. While our students continue to do more challenging work each year the gap between where our students are, and where they need to be has only increased with the use of the Common Core (despite the absolute, rather than relative, growth). Teachers need support to meet these new standards, particularly when considering how far behind the vast majority of our students are. For example, we only have five students who are not below grade level in math or ELA according to last year's state scores, and as is evident through our diagnostic MOSL work, the only reason more students in grades 10 – 12 are only on grade level according to these standards because of the lower standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

- Literacy instruction strategies – for both reading and writing
- Higher order thinking and discussion skills
- Close reading and analysis questions
- Integration of the CCLS and the work of the inquiry teams

B. Key personnel and other resources used to implement each strategy/activity

Key personnel and other resources used to implement these strategies/activities,

- Each teacher has been assigned either the principal or assistant principal for official observations and a schedule has been set.
- In addition to the official observations entered into the Advance system, additional mini-observation will be followed by notes in Google Form Observation document and, as often as possible, a brief post-observation meeting.
- Coaching staff working with teachers (frequency determined by leadership team) to improve teacher effectiveness.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The leadership team (administrators and program director) will check in with teachers at quarterly meetings about their progress towards their PD goals as well as their Danielson growth.
2. The leadership team meets on a month basis with the specific focus of discussing each teacher's growth and development. At these meetings we assess our progress towards meeting our goals, for example, are we at least 25% done at the end of Quarter 1. We then track out shorter term goals for our next meeting. Monthly teacher leadership team meetings are opportunities to check in on how things are going and what foci need to be as the teams move forward.

D. Timeline for implementation and completion including start and end dates

1. We understand that the start up of such an endeavor can take time, and that there also needed to be some time for teachers to adjust to this system. Instead of having a stagnant goal of completing a quarter of our goal each quarter, or a 10th each month, at the end of each month, we see where we have gotten and re-adjust our goals accordingly. We believe observations are key in the beginning of the year and did over 100 observations the first month, and more than 300 during the first quarter. As such we are now working on doing fewer with more targeted focus, more official observations, and more which evaluate the teacher across more of the

Danielson components. The work of the teacher teams and full PD meetings will reflect the noticings via the observations and of the teachers desired and found areas of growth.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1 principal, 1 AP and 1 program director (who will only be involved in un-official observations) for observations. All teachers, but specifically team leaders, as well as the leadership team to help implement the found and desired needs of the teachers through the observation cycle

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #2

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.

Fully implement CCLS across MS and in appropriate subject areas in HS. We are using the core curriculum for the first time in grades 6-8 in both ELA and Mathematics. Time will be devoted to appropriately adapting these curricula to meet the needs of our students through formative assessment work. Our 9th grade Math teacher is part of the a2i New Visions initiative to support teachers in the transition to the common core exam in Algebra.

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.

As stated above, only five students, grades 6 – 9, met the new CCLS standards based on their results from the state test in the Spring. We only had one student who got passing scores on both exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Our students need greater familiarity in exams as well as to do more higher order thinking, writing and reading in classes and at home. They need to increase the level analysis in reading and clarity and sophistication in writing. In mathematics they need to move to solving more open ended questions and multi-step questions.

B. Key personnel and other resources used to implement each strategy/activity

1. All 6-8 teachers are supporting the growth and increased mastery of mathematics and literacy CCLS standard through their teaching.
2. The Math and ELA teachers are using the core curricula with far greater alignment than in past years (first year we have purchased the core curriculum for either subject areas).
3. In 9th grade, our Algebra teacher is part of the a2i (Access Through Algebra) program that is partnering with the Silicon Valley Math Project, who have designed an assessment program and supports for a compatible curriculum focused on the CCLS assessment being rolled out this year.
4. In addition, our 6-9 math team is working with the MASTER residency program, that provides resident teachers and PD to support this CCLS movement.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The a2i program has regular assessments and a timeframe for the teachers to complete their assessments. For the MS grades there are six assessment each year that are aligned to the MOSL rubric as well as each teacher being responsible for end of the unit assessments that are collected for each student. Review of these assessments allows us to evaluate the development of these programs. We will also implement mock exams to help us monitor growth. Each time is there an increased number of students reaching standards and moving from a level 1 understanding to a level 2

D. Timeline for implementation and completion including start and end dates

1. The a2i assessments are given by 11/12/13, 12/6/13, 1/24/14 and 5/2/14, with PD dates on 11/22, 12/13, 1/31 and 5/9 to give teacher time to work with other teachers

across the city to evaluate work and plan for next steps.

- The 6-8 teachers have curriculum maps with expected dates for final assessments that are reviewed by the leadership team and supported in math by the a2i coach, who also works as our MASTER coach. In department meetings for ELA and Math teams check in about their progress and adapting deadlines as needed based on both the overall curriculum map and the smaller assessment cycles which help determine when slowing down and re-engagement teaching needs to happen.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Coach from a2i and MASTER programs, department meeting time, inquiry team time and grade team meeting time. In addition teachers use planning time to work on this work. We purchased the CCLS for MS and got a grant to help support PD.

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).

We plan on starting a monthly parent group that will be a combination of updates on students growth and support in supporting students through the transition and the raising of the standards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

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.

During the 2013-14 school year, each full time academic teacher will be part of an inquiry team that meets bi-monthly to improve instruction. Each team has been given a particular focus group of students (in the lower grades student who got "high 1's" on the state exams last year, in addition to a school wide focus on writing standard 1. The program director is meeting with the inquiry team leaders bi-weekly to monitor and support the direction of the teacher lead teams that happen bi-weekly during grade team meeting time. There are also 6 required assessments using the same rubric expected over the course of the year.

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.

Looking at student and teacher work as the most successful and helpful activities. Each time we look closely student work and teacher assignments/ worksheets in a group and using a protocol, we gain significant insight into the skills and sub-skills our students are struggling with that are preventing them from academic success. Our students' scores and academic achievement, as described in previous goals, their grades, and our own assessment of their preparedness for college all continue to lag behind our vision. We realized we needed an even more systematic approach, with clearly delineated expectations for each month and cycles to follow through on. Two years ago, we decided to place our highest priority for our grade teams to be working on inquiry work. This included assigning a different person, rather than the grade team leader, to lead the inquiry work, and assigning a specific grade team meeting each two weeks as the inquiry meeting, as well as having a suggested monthly schedule for the teams. This year we are giving the teams stricter parameters for picking their inquiry students, as well as a clearer schedule for assessments using the same rubric at least 6 times over the course of the year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

strategies/activities that encompass the needs of identified student subgroups,

- Inquiry teams focus is improving instruction around the Common Core standards of mathematical reasoning and writing well-reasoned arguments and evidence
- Over the course of the year, each inquiry team will identify a sub-group for study and develop a learning progression to use to teach identified skills

- The learning progression will focus on developing instructional strategies to support the development of specific sub-skills found to be lacking the sub-group
- Differentiated instruction will permit teachers to address the wide range of skills that our students demonstrate in the identified standard

2. Key personnel and other resources used to implement each strategy/activity

key personnel and other resources used to implement these strategies/activities,

- Specific team member on each grade team is the inquiry chair who facilitates the bi-monthly meetings during grade team meeting time
- Inquiry chairs each meet with our program director or AP and plan inquiry work
- Inquiry chairs meet together monthly, with the leadership team, to plan inquiry work
- Grade team meeting time is devoted to inquiry work bi-monthly, many teams are doing inquiry weekly
- Co-director oversees inquiry work throughout the school.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

- Inquiry chairs met in August to select the standard that is the focus of inquiry work
- Chairs meet regularly with each other and leadership to strategize and evaluate inquiry work

1. Teachers on each inquiry team collectively make instructional decisions based on their review of assessments designed by their team

4. Timeline for implementation and completion including start and end dates

timeline for implementation

- First semester: Design of initial assessment to identify needs; selection of students for focus group; design of learning progression and implementation of first lessons; examination of student work from initial lessons
- Second semester: Intervisitation; implementation of common core assessment and examination of student work; continued co-planning of lesson and adjustment of planned learning progression; continued examination of student work

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time and resources to support monthly inquiry team leader meetings, one-one-one bi-weekly meetings between leadership team member and inquiry team leader. The monthly meetings are the first Wednesday of each month at 7:30 am and there is a set schedule for the inquiry meetings and the inquiry leader/leadership meeting.

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).

At a PTA meeting we'll share strategies we are learning in inquiry that will help families work with their youngsters around the CCLS work and other inquiry work.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #4

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.

Increase reading and literacy across school. In addition to continuing to improve our MS independent reading program which has been a staple for years by upping the reading level of the books students are reading, we are working to implement this program fully in the ninth grade and in a modified manner in the 10th – 12th grade. *80% of student in grades 6 – 9 will have read at least 25 books at or above their reading level by July 2014. Advisories in grades 10-12 will establish an independent reading program with grades attached to students' ELA grades.*

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.

Lyons made significant changes to our 6-8 grade literacy instruction. By implementing a daily, supervised independent reading period, we established reading as a staple

component of our educational program. Though we had seen important improvement, we realized we still had a long way to go. Building on our successes was determined to be a good strategy. We have come to realize that while students are reading during independent reading, there is not enough reading being done at the idea independent reading level for many students.

Over the course of the past two years, our now Assistant Principal (former literacy coach) Sarah Schauben-Fuerst worked with teachers to monitor and assess their students' progress in reading. Still, our literacy teachers, coaches and administration identified a number of students at each grade level who did not complete 20-25 books and/or did not read a sufficient amount of books at or above their identified reading level. We have reorganized the MS libraries into lexile level bands, and added substantial classroom libraries to the 9 – 12th grade advisory classrooms. We recognize that in order for students to become successful readers and academic achievers we must establish a standard for the completion of appropriate reading books. Furthermore, in order to make this happen we must empower our literacy teachers to gather and make use of important data on their students, by providing them with regular professional development and in-class support throughout the year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

strategies/activities that encompass the needs of identified student subgroups,

- Sixth through ninth grade students are scheduled for 30 minutes of independent reading four days a week.
- Over the summer and throughout the school year professional development around teaching independent reading will be provided by our reading support teacher.
- Common systems for teaching independent reading have been implemented in all 6th through 8th grade reading classes.
- A reading assessment was conducted in September to determine each student's reading level.
- Quarterly, students that are not on track to read 25 books will be targeted for support both after school and during the school day.
- Small group instruction is provided during the day for students that are struggling readers.
- Classroom libraries provide students with a wide range of choices for independent reading materials at their level.
- Small group instruction is provided for students that are struggling.
- HS classes will introduce independent reading to advisory, letting students know their independent reading in advisory is tied to their ELA grade.

Key personnel and other resources used to implement each strategy/activity

- All Middle School teachers will teach independent reading for 30 minutes, 4 times each week
- Middle school reading support teachers provide small group support through SAL, Wilson, Fast ForWord as well as other programs
- 9th grade teachers will have independent reading in humanities class four times a week.
- Purchase of extensive classroom libraries for all the 6th – 12th grade classrooms.

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teachers of independent reading track their students' progress daily and assess students through reading conferences
- MS Students who are not progressing towards the 25 book goal are identified by the teachers and by the reading support teacher in order to identify additional supports needed.
- Teachers share best practices for teaching independent reading in professional development.
- HS teachers get PD around independent reading and work with ELA teachers to implement program – Matt Rohrer, HS ELA ICT teacher will coordinate.

Timeline for implementation and completion including start and end dates

- Professional Development began over the summer and has been on-going throughout the school year
- Teacher's data collection is on-going, and support groups for reading change quarterly according to identified needs
- HS program will be rolled out over the course of the year, starting with the 11th grade team (by end of Q1, then spreading to the 10th and 12th grade teams.

Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Funding for books for classroom libraries
- Allocating time and funds for testing students regularly around reading level and giving teacher time to work on libraries

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).

- Parents of 6-9th graders are informed at the start of the school year about the 25-book goal, and advisors share student progress on the goal in regular phone contact with families.
- PTA meetings address the 25-book goal and how to support their children’s progress towards this goal at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 6.

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).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Struggling Adolescent Learners; Wilson; Guided reading groups, Reading and Writing workshop	Middle school: Small group and one-on-one. High school: Small group, one-on-one, literacy support classes with small class size.	During the school day & After School
Mathematics	Focus on problem solving; teaching of basic skills in cases where students lack those skills, and therefore can not move on to higher level math.	6 th grade: 2 additional hours a week of math instruction. Middle school: Small group. High school: Small group, one-on-one, math classes with small class size for students who have failed a Regents exam.	During the school day & After School
Science	Literacy in the content areas, Field Studies	Middle school: Small group. High school: Small group, one-on-one, math classes with small class size for students who have failed a Regents exam.	During the school day & After School
Social Studies	Literacy in the content areas, Field Studies	Middle school: Small group. High school: Small group, one-on-one, math classes with small class size for students who have failed a Regents exam.	During the school day & After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior intervention plans, counseling	One-on-one and small group.	During the school day & After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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

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

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

At Lyons we are committed to continually improving professional practice. Regardless of level of experience, all of us should have professional (and personal) goals. We firmly believe that one of our responsibilities to our staff, to our students and to our whole community is to hold staff to the highest possible standard as an educator. This means a willingness to be responsive to what others observe about work and be reflective about our practice. We are committed to helping each

other achieve our goals.

There are many ways of developing practice at Lyons. As a school that holds collaboration and strong relationships as essential to growth and development, we work hard to be an environment where everyone gets the necessary support. At the same time our commitment is primarily to our students and we need to have a staff that provides our students with the best possible education.

Goal Setting: At any given time staff should have both short and long term goals they are working on as an educator. During the year, staff will have an opportunity to update their goals. All of these goals should be recorded in a shared personalized PD google document. Periodically throughout the year staff members will meet with a member of the leadership team (Jody, Sarah SF or Taeko) to discuss these goals. At these meetings we will refine these goals and create a plan to help accomplish them. The number of meetings will depend on experience as an educator, requests and needs. With the Advance system, staff members will have an initial meeting (IPC - initial planning conference) with an administrator where staff members will decide which observation plan they wish to follow, as well as look at the Danielson self-evaluation, goals and the MOSLs (measure of student learning) that will effect Advance rating. There will also be an end of the year meeting to look at progress through Advance as the year progresses. Non-teachers will have a comparable system set up.

Coaching: Jody, Dan M and Sarah SF all have formal coaching responsibilities at Lyons. In addition other teachers and staff may take on informal coaching roles. We'll continue with having our coaches work in "coaching cycles." A coaching cycle consists of 1) a pre-observation meeting where the coach and teacher will determine the focus for the professional development work. 2) A planned mini-observation where the teacher is working on the focus strategy. 3) A follow up meeting to discuss the observation and plan a next lesson 4) A second observation focusing on the same strategy and 5) Another post-observation meeting. The leadership team in conjunction with the individual teachers will determine the frequency and pairings for these coaching cycles. With our first year teachers we'll also be doing daily check ins for the first 40 days.

Team Meetings/Inquiry Work: Most teachers are part of both a grade team and subject area team. The work of these teams is part and parcel of professional development for teachers. Both teams will spend time doing inquiry work - using the inquiry cycle to look at students work, determine a potential strategy to support student growth, implement the strategy, then look at student work again. Your grade and subject area colleagues will be your greatest source of support and ideas that will improve your practice.

Collaboration: We use our structures around collaboration, co-teaching and team meetings to improve practice. Each time teachers/staff members work together there is an opportunity to observe, ask questions and gain insight. We have a remarkable staff with a great deal of experience. While experience and education counts for a lot, it certainly doesn't preclude great ideas coming from everyone and anyone. Staff members should question ideas, be curious, challenge people's ideas (but with respect and an open mind). While we are committed to collaboration we are not interested in tacit agreement. Pushing people to think and questions their own beliefs will make our entire community stronger.

Leadership meeting: At the end of each quarter, each staff member will meet with a member of the leadership team to discuss the previous quarter. The purpose of this meeting is to touch base about the staff member's work and experience at Lyons. This meeting is designed to provide a formal place to discuss issues that have arisen and check in around growth and school wide goals and initiatives.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The leadership and student support staff work together to coordinate all the federal, state and local services and programs. With each program, we assess the particular needs of the students and allocate resources accordingly. For instance we have a funds for our STH students that we dip into whenever one of them is in need. Our guidance counselors and other members of the student support team are in touch with outside resources, including those in our building like Interboro Mental Health and the Woodhull Medical Center and their outside resources.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school is run collaboratively through teacher teams (grade, department, inquiry and management). The management team is our lead committee for advising school leadership regarding the use and selection of assessment measures and professional development. For the MOSL decisions we had a MOSL Team including 8 teachers to help determine the assessments we would use for those measures.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required 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) Template

Lyons Community School Family Involvement Policy

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

The School-Family Compact

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

Progress Reports, Report Cards and Family Conferences

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

Volunteering at Lyons

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

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

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

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

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

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

Committees

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED



SCHOOL-FAMILY-STUDENT COMPACT

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

This school-family-student compact is in effect during the 2013-2014 school year.

Lyons Community School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Design classrooms that promote collaboration, independent access to classroom materials, curiosity about the world and ongoing interest in school curriculum;
 - Provide teachers with regular individual support and professional development around curriculum design, instruction and assessment that addresses the needs of diverse learners;
 - Instill, in all classrooms and courses, a spirit of questioning and a pursuit of deep understanding that promotes meaningful, self-sustaining learning in our students;
 - Provide students with coursework that taps into their interest and connects to real-world subject matter;

2. Hold family-student-advisor conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Once during the fall semester and once during the spring semester;
 - When families request a conference, given two days advance notice

3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Staff members will make regular phone calls to students' homes, to update families on student progress or to inform them of significant anecdotes relating to their child;
 - Student progress reports will be mailed out to families at the end of each quarter;
 - Student progress, in the form of completed and missing assignments, and grades, is also accessible to students and families through Skedula, our online grading program. Skedula will be explained, and student/family access, will be made available.

4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Lyons staff advisors and deans will make regular phone contact with school families, and will be available for conferences within two days of a family's request.

5. Provide parents/guardians opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
 - Family members are encouraged to visit our school. Families should call school if they are interested in volunteering at Lyons or observing instruction.

Parent/guardian Responsibilities

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

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

Student Responsibilities

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

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

_____ Date
 School

_____ Date
 Parent

_____ Date
 Student

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 586
School Name Lyons Community School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Taeko Onishi	Assistant Principal Sarah Schauben-Fuerst
Coach Jody Madell	Coach type here
ESL Teacher Tom Snell	Guidance Counselor Carmen Acosta
Teacher/Subject Area Rob Whiteman (ESL)	Parent type here
Teacher/Subject Area Laura Paddock (ESL)	Parent Coordinator Minerva Cantor
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	551	Total number of ELLs	67	ELLs as share of total student population (%)	12.16%
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Part II: 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														
SELECT ONE							2	2	2	2	2	3	2	14
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	16
SIFE	7	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	34	4	2	17	2	5	16	1	9	67
Total	34	4	2	17	2	5	16	1	9	67

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	4	12	8	7	7	9	53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1	2	2	1		7
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other							1				2		2	5
TOTAL	0	0	0	0	0	0	7	5	14	10	12	8	11	67

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							2	4	5	3	7	1	6	28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	1	2	4	3	5	5	22
Advanced (A)							3	0	7	4	1	1	1	17
Total	0	0	0	0	0	0	7	5	14	11	11	7	12	67

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				4
7	13				13
8	6	3			9
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		1						4
7	13								13
8	7		2						9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		3		1				6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		3	
Integrated Algebra	16		7	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	25	7		
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	13	5		
US History and Government	11	5		
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the Spring of 2013, six of our ELLs tested out via the NYSESLAT, which is comparable to past years. Our schedule and ELL program is set up so students who move up a level in English language proficiency are able to reduce the number of classes they are taking with one of our ELL teachers, and we are able to choose which class that should be depending on the individual needs of each student. In the Spring of each year, the program director meets with the ELL team and to go over each student's transcript, including other assessments, to determine an appropriate schedule based on what we believe their NYSESLAT scores will determine is the appropriate number ESL hours the student needs. Once we get the scores over the summer, the program director and scheduling coordinator, make adjustments according to their NYSESLAT results. We also use this time to program students who are new to the school (and continue to do this as new students join our community). While the NYSESLAT results have their function, we have found that writing samples, reading assignments, performance indicators across content, results of other standardized test (NYS Exams and Regents), and classwork.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

What we have seen is that students who take a Regents exam in English do approximately as well as those who take it in their native language. What this shows is that their content knowledge and English language proficiency develop somewhat in tandem, because of our emphasis on content-based language instruction. Students with higher levels of English language proficiency develop more content knowledge at the same time, and this is reflected in their Regents exams results. Additionally, since we do not have a dual language program, our students are primarily being taught the content in English, though they may have reading material and other supports in their native language. On the other hand our ELLs who are newer to the country and stronger in their native language literacy skills are often stronger students overall. Many of our students who are long term ELLs have not passed the NYSESLAT because their skills are low in both languages, and not necessarily because of English language. However, it is important to note that the second most common native language of our ELLs is Arabic, and the standardized exams are not offered in this language, so the option of taking the test in their native language is hampered. When necessary we obtain the services of a translator to assist these students, though we find that as students begin to take more Regents exams in 10th and 11th grade, they are generally comfortable taking these exams in English.

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

support the work of the other ELL teachers. As a school, we consider the ELLs one of our most important sub-groups. Though a small school, we have three certified ESL teachers, far more than other schools with similar populations.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

- Early in the year a dictionary unit emphasized fundamentals of translation and organization in presenting information. This concluded with the construction of a table of contents for their own portfolios to give them pride in their work and to appreciate the chronological progression of their language acquisition.
- Whenever possible, graphic organizers and visuals are included, as well as the opportunity to sometimes read material in their own language or write in their native tongue and then utilize translation software.
- In the ESL classes, especially with the beginners, we try to conquer shyness with many projects that have a performance element so they can allow themselves to improve their command of reading, speaking and conversing.
- Finally, students are required to reflect on classroom activities, to paraphrase and frequently free write for the maximum practice in language production, not just intake.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As stated above we have demonstrated some success on external measures, with some of our ELLs passing and exemplary grades on State Exams and Regents. We determine our struggles using similar measurements. When our ELLs are able to perform similarly to non-ELLs, and were able to have them in mainstream classes, instead of stand alone ELL classes, we see that as success for our program. Other measures of success include, solid grades in all their classes, growth on standardized and teacher-created assessments, attendance, and comparable academic growth as our non-ELL students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

New students entering Lyons Community School are identified as ELLs, former ELLs, SIFE ELLs, IEP ELLs or non ELLs based on the status they were assigned at their previous NYC DOE school. Families of students from outside the NYC DOE enrolling new for the fall semester then complete the HLIS in English or in their home language with the assistance of a trained pedagogue, typically the ESL Coordinator.

New families entering Lyons Community School over the course of the school year make their first stop in the guidance office, after having selected or been assigned to Lyons Community School by the Enrollment Center. In the guidance office, they are interviewed by a parent coordinator. A trained pedagogue helps the family fill out all the paperwork necessary to get their child or children started at the school. This paperwork includes a Home Language Identification Survey (HLIS). If the parents indicate that they aren't able to speak or read English, the trained pedagogue prints a copy of the HLIS and the parent brochure in the

family's home language. If there is no HLIS available in the family's home language, the trained pedagogue calls the NYC DOE translation service for assistance.

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

The student is then given the LAB-R in English and, if Spanish-speaking, the LAB in Spanish by an ESL teacher within the first ten days of the enrollment date. The ESL department chair keeps a record of the student's preliminary LAB-R scores in the ESL Compliance Binder. The ESL department chair uses these scores to set a preliminary placement and delivers the student's test answer documents to the Borough Assessment Implementation Director at 131 Livingston Street in Brooklyn. The official LAB-R scores provided by this office are reviewed by the ESL Coordinator and the Principal to ensure that the proper placement has been made.

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.

We have several native speakers of Spanish on our staff, including two guidance counselors, two secretaries, and the parent coordinator. In addition, at least five teachers speak Spanish as a second language. Given these linguistic resources, Lyons Community School is equipped to explain program choices to any Spanish-speaking family. In the event a non-English-speaking, non-Spanish-speaking family arrives at Lyons Community School to enroll their child, Lyons Community School staff will make sure that the family has HLIS forms, program selection forms and ESL program brochures in their home language and that the video presentation on program choices is shown in the home language. If it appears the family has had difficulty understand the information, Lyons Community School will use the NYC DOE's phone-in translation service to make sure the family has received all the information necessary to make an informed decision. Lyons Community School will provide this information to the families within ten days of enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters are generated by the ESL Coordinator and given to the Parent Coordinator to be distributed to families. Copies are retained in the ESL compliance binder.

During the parent orientation, parents watch the parent orientation video, discuss program options among themselves or with our staff, and complete the Parent Survey and Program Selection form. In cases where the parent is not able to attend an orientation and the forms are not returned by mail, we note that the default selection is TBE and update our records accordingly. These forms, along with entitlement letters, are stored securely in the ESL compliance binder, which is in the custody of the ESL Coordinator.

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We use the RLER report from ATS to determine who is eligible to take the NYSESLAT. The ESL Coordinator then creates a NYSESLAT testing schedule for all grades to ensure students are given all four sections of the test. Included in this process are

coverages of our classes to ensure that instructors are available to proctor, make up days to allow us to test students who were absent the day of the test, and room assignments that guarantee undisturbed space for test administration.

6. 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.) 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. [i](#)

Parents have routinely chosen free-standing ESL. ESL has been the first choice of more than 70% of our parents over the last three years. The ESL Coordinator monitors parent selection to make sure that students are accommodated properly. Should the number of parents requesting Dual Language or Transitional Bilingual Education reach the thresholds put forth in the state law, the school will take the appropriate action to provide the requested program(s). The program model offered at our school is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

ESL instruction is mostly self-contained, though we use the pull-out model to a smaller extent. Beginner and Intermediate ELLs get self contained instruction at some point during their day, for 1-2 hours a day. Occasionally, students are pulled out of a class to address specific needs, but this is not norm. Self-contained classes are delivered by a licensed ESL teacher.

Self-contained classes are leveled, including a class for newcomers and beginners and others for intermediate to advanced students. ELL students are programmed to travel in a homogeneous cohort in each grade, which itself is part of a larger cohort that travels together and includes both ELLs and non-ELLs in each respective grade.

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

We also use thematic connections across courses in the humanities to build background and foster interdisciplinary connections. In some cases the teachers create their lesson materials and in others they use textbooks. In the latter situation, texts in the students' home language may be used in tandem with the English-language textbook.

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)?

Our ESL courses meet either four or five times a week for one hour. There are two middle school-specific classes, four high school-specific classes, and one class that spans all grades. Based on their proficiency band, and where we feel the students will have the most success, we assign students to the courses that meet their needs. A student who needs 180 weekly minutes of ESL will typically be assigned one class (240 - 300 minutes), though in some cases will take two ESL classes. Similarly, a student who needs 360 weekly minutes or more will get two ESL classes, and sometimes three (480 - 780 minutes).

The Program Director, Principal, ESL Coordinator, and Schedule Coordinator work out a selection of ESL courses that can meet all students' needs, and collaborate with grade team leaders at the beginning of each semester to ensure that all ELLs are programmed for the appropriate courses. In almost every case, our ELLs receive more than the required minutes of instruction every week, and frequently have access to an ESL instructor in non ESL courses as well, such as Anthropology, Art History, Furniture Design, and Field Studies.

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 foster language development and meet the demands of the Common Core Learning Standards.

Subject-area content other than ESL and Spanish is delivered in English. Content teachers confer with ESL instructors to integrate additional time or focus on required material. To help teachers who work with ELLs and content-based instruction in mainstream classes, the ESL department gives a professional development session to all content area teachers in the spring. During these sessions, teachers learn and practice methods and strategies for making content comprehensible for ELLs. The

methods include but are not limited to:

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We administer the Spanish LAB, when appropriate, and make the same determinations about other students based on informal interviews with the student and their family, based on evidence from their previous educational records, and based on observation and assessment of their native language reading and writing levels during independent reading.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers divide assessments over all four modalities, using digital recorders and playback as well as dictation, and supervised reading periods as well as written work. Portfolios and digital files are maintained for reference and comparison.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

ELLs with Fewer than Three Years in US Schools (newcomer ELLs) receive instruction in all subjects as well as ESL. They may also receive some test preparation for acuity testing to habituate them to the US model of testing and tracking, which they may or may not be familiar with in their home countries. Students who are highly literate and at grade level in their home language can benefit from these interventions. Students who are significantly below grade level in their home language are given access to FastForward, a computer-based literacy building curriculum, under the supervision of an ESL teacher.

Borderline Long Term ELLs, ELLs with four to six years of service, are included in all course work, including ESL. The ESL teacher partners with subject-area teachers to focus on these students to provide them with extra subject-area vocabulary. The ESL teacher also pushes into classes to make sure these students are preparing to test out of ESL via the NYSESLAT. The ESL teacher uses data to learn which of the four modalities needs the most strengthening for each of these students, and works on that area with each student.

Students having received six or more years of ESL services, in other words Long-Term ELLs, usually, though not always, fall into one of three categories: SIFE; SWD; or students with family/ attendance issues. Recognizing that each student is unique, our school tries to understand the reasons why a student would need more than six years of ESL services when so many students advance rapidly in English. In these cases, we might use push-in ESL, counseling for students with family issues, and literacy interventions for students who

have lagged seriously behind in their reading levels in both English and Spanish. The ESL teacher works with the school inquiry team and attends their regular meetings to address the specific challenges these students are facing and provide interventions designed to help them move forward.

The ESL coordinator evaluates former ELLs on a case-by-case basis and checks in with them bi-weekly during Advisory to make sure they progressing towards graduation and getting the support and services they need. When necessary, he will conference with a student’s teachers to assist them in delivering the most effective instruction to a former ELL, or advocate for that student’s needs, as appropriate.

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs with IEPs get the full attention of the special education department, which includes both grade-specific and content-specific learning specialists. Their programs are designed to place them in a cohort of students with similar needs, and to give them maximum access to the instructors with the greatest likelihood of effectively supporting them to reach their IEP goals. The special education department chair and ESL coordinator, with support from the assistant principal, review the program of every ELL-SWD at the beginning of the year to be sure that all their needs have been considered. Throughout the year, we make program changes as needed in response to student achievement as needed.

All of our SWDs have least restrictive environments for all of their classes, including additional support staff in some classes as dictated by their IEPs. All special education courses at our school include students with and without IEPs. SWDs are fully integrated with non-disabled peers throughout the school day in both academic and non-academic settings.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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	45 minutes per day	45 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

9. 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.

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

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The beginners just finished a unit on phonetics, concentrating on vowel sounds. They were able to match the sounds with words from their available lexicon and illustrate them in a software program that allowed them to add voice and pronounce the word and the sound. They worked in groups and independently. They all completed their work uniquely and increased their meta-lingual cognition as well as their functional language. Identifying the diversity of English vowel spelling will benefit their writing in all classes. They are now focusing on sentence structure, scripting words to illustration only stories, aiding their grasp of grammar as well as story sequencing and image interpretation and comprehension.
 - The intermediates finished a unit on the interpretation of sign and symbol, scripting the story of their country's flags and then interpreting their own dreams via 20th century ideas of the unconscious. Currently they are adapting Washington Irving's Legend of Sleepy Hollow, discussing ideas of horror, genre and character, preparing for a videotaped performance. They are toggling between 18th Century vocabulary and their own vernacular to create effective drama.

11. What new programs or improvements will be considered for the upcoming school year?

This year we have increased the amount of leveling we do with ESL, and concentrated more of our traditional ESL course hours on newcomers and the beginner ELL's across grade levels. New classes this year include a Global History class specifically for beginner ELLs. We are investing more class time in reading narratives with historical connections, memoirs of historical figures, and graphic adaptations of classics. We believe that with increased exposure to narrative, both fiction and nonfiction, students find more opportunities for authentic expression in English and a greater motivation to understand the historical context of stories they understand.

12. What programs/services for ELLs will be discontinued and why?

There is no longer be a stand alone ESL Living Environment class nor a Global History class as the data has shown this to be an ineffective method to both learning English and passing the Regents Exams. We have also integrated our ELLs into mainstream advisories, to give them more low-stakes opportunities for informal discussions and relationship-building with native English speaking peers.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

By programming ELLs for all their regular classes with the addition of an ESL class and using ESL pull-out very infrequently, we provide our ELLs with equal access to all the programs available to non-ELL students. ELLs are also involved in after-school

activities, such as Homework Help, Visual Arts, Intramural Sports, Extramural Sports teams, Dance and Step Groups, Drama, Community Service, Community Gardening and many others. Current ELLs are often encouraged to join these groups by former ELLs who are bilingual in both the current ELLs' home language and English. The intermingling of these non-native speakers of English with groups of native speakers of English and bilingual speakers while doing a specific activity for which the instructions are always given English can be an excellent learning opportunity for ELLs. In addition, sometimes ELLs take the lead in designing or directing arts performances for mixed groups of ELLs and non-ELLs, giving them a precious opportunity to use English in an authentic setting.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

As described above, our teachers create their own materials, based on their own curricula, which are tailored to meet students' specific needs. We use Teacher Dashboard to support students to create digital portfolios for their classwork. We are beginning to use Fast Forward, a literacy-based interactive computerized curriculum. We have a wide variety of reading materials at all levels.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ESL class libraries also provide a collection of Spanish and Arabic books at various levels from early readers to young adults. Computer resources are also integral to providing native language support. In addition, Spanish-speaking high school students have access to a special elective for heritage speakers. This class focuses on reading literature and learning cultural information about Latin-America, Spain, and Spanish speakers throughout the world at an appropriate Spanish reading level, as well as written responses to the reading.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We use materials and resources designed for appropriate age and reading levels. We consider the reading level a more useful guiding factor than the actual grade level of the student. Therefore, for an older student needs materials that are below his or her grade's normed reading level, we supply and continue to order high-interest/ low-reading-level materials for students in their age-range. We use these principles when planning instruction and ordering materials and offering support for both ELLs and non-ELLs. We also use graphic novels to enhance students comprehension of content, where appropriate, and teach literacy strategies to ELLs which help them understand the features of informational text.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Besides newcomer dinner and start of year picnics we have a MAP selection day where the students choose unique project based classes to augment their schedule. New students are introduced to their classes and greeted by all students, practicing informal conversation and exchanging basic information such as country of origin and grade level, as most of the ESL classes are of mixed grades. In addition, new ELLs are frequently assigned a peer mentor, usually an older student and former ELL, to assist in their integration into the school environment.

18. What language electives are offered to ELLs?

We have a course in Spanish for heritage speakers, which includes many ELLs. Other ELs take Beginning or Intermediate Spanish.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. All ESL teachers receive training in the Common Core Learning standards along with the rest of the staff. Our entire middle school is already fully CCLS aligned, and our High School staff, is making the switch more gradually, but in time with the rising students.

3. The ESL teacher and the guidance counselor advise them on the high school application process sometimes advising them to go to an specialized school that will meet their specific needs. Parents are also provided with PTA and curriculum night workshops about what they can expect during their High School years. Additionally, families of students entering Middle School from their Elementary School years participate in the same types of sessions.

4. Teachers work in grade teams and departments as well as full staff professional development. The work we do always includes supports for ELLs and students with IEPs as part of the general work of our school. As a school with a high percentage of both ELLs and students with IEPs our lesson and unit planning always takes this work into consideration. ELL teachers work in tandem with the various groups of teachers, both providing PD and support as well as discussing the individual students who are ELLs at length. All teachers of ELLs who are not ESL Certified participate in instructional sessions given by the ESL teachers to learn and practice using best practice methods for ELLs in their classroom, and our Middle School Literacy Coach works with the ESL teachers to ensure that there is continuity and agreement between English Language Arts classrooms and ESL instruction. These sessions have been described above. Instructional sessions are created and delivered by the ESL teaching staff and designed to help teachers who are not ESL Certified support the ELLs at the school. These sessions are giving during Professional Development days. Records are reflected in the Professional Development Calendar, and in sign-in sheets and attendance records for staff.

D. Parental Involvement

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

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

3. During intakes of new ELL students we informally (as well as formally) interview parents to learn as much as we can about their goals and needs. We also query the parents directly at PTA meetings and through phone calls about what they need. Through our advisory system, and through our ELL teachers, families of ELLs are given explicit support for theirs and their children's needs, whether they be academic, social-emotional or political.

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Lyons Community School

School DBN: 14K586

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Taeko Onishi	Principal		1/6/14
Sarah Schauben-Fuerst	Assistant Principal		1/6/14
Minerva Cantor	Parent Coordinator		1/6/14
Tom Snell	ESL Teacher		1/6/14
Minerva Cantor	Parent		1/6/14
Rob Whiteman	Teacher/Subject Area		1/6/14
Laura Paddock	Teacher/Subject Area		1/6/14
	Coach		1/1/01
	Coach		1/1/01
Carmen Acosta	Guidance Counselor		1/6/14
	Network Leader		1/1/01
Jody Madell	Other <u>Program Director</u>		1/6/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K586 School Name: Lyons Community School

Cluster: 5 Network: 561

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

Part A: Needs Assessment Findings

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

In addition to our 68 identified English Language Learners, we have a large number of students whose families prefer communication in a language other than English. When students enroll at Lyons or at the beginning of each year, the parent or guardian fills out an emergency contact sheet (blue card). We use this form to collect information on the family's preferred language for both written and oral communication. This information is disseminated to the ESL coordinator and the student's advisor primarily, and then to all the student's teachers. This enables everyone in our school community to know what language these parents would prefer us to use. Our regular calls to all families, starting with the first of the year, ensure that we have an accurate list of what languages family members prefer.

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

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

Part B: Strategies and Activities

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

We are fortunate to have two secretaries, two guidance counselors, and a parent coordinator that are all fully bilingual in Spanish and English. While other staff members may take on the responsibility for translating documents, our secretary or another member of the office staff is always available to proofread and edit written translations. Individuals who need something translated are in communication with our translators to make sure they are giving them sufficient time to translate the work. Since we have numerous translators, things typically move along smoothly. For other languages, primarily Arabic, we use the Translation or Interpretation Unit of the DOE, or an outside vendor, as needed.

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

Whenever a parent or guardian meets with school staff to discuss student progress (including IEP meetings), our Parent Coordinator or another experienced Spanish interpreter participates whenever necessary. Should a parent or guardian need interpretation for any other language, we have access to the Translation and Interpretation Unit of the DOE (for Arabic) or Language Line (for "non-covered" languages such as Fulani). What we have observed is that parents and guardians who do not speak either English or Spanish typically bring an additional family member to meetings at the school who can interpret for them.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: Lyons Community School

DBN: 14K586

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

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

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

Total # of ELLs to be served: 42

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

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 4

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

ESL grades 6, 7, 8: 14 students

ESL ELA grade 6, 7, 8: 9 students

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

ESL ELA/SS grade 9: 8 students

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

ESL Living Environment HS: 16 students

ESL Global Studies HS: 18 students

ESL HS: 18 students

ESL ELA HS: 22 students

Part C: Professional Development

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$.
TOTAL		