



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FRANCIS LEWIS SCHOOL
DBN (i.e. 01M001): 25Q079
Principal: PAULA MARRON
Principal Email: PMARRON@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: DANIELLE GIUNTA

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
Paula Marron	*Principal or Designee	
Alycia Morell	*UFT Chapter Leader or Designee	
Janine Moll	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jennifer Yonkers	Member/ Assistant Principal	
Laurajean Ballon	Member/ Teacher	
Denise Bracco	Member/ Teacher	
Susan Zweroff	Member/ Teacher	
Vickie Benjamin	Member/ Parent	
Nick Corrado	Member/ Parent	
Ingrid Hennessey	Member/ Parent	
Nelson Mar	Member/ Parent	
Rosella Perez	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)
	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 June 2014, 100% of teachers will participate in 6 feedback sessions with supervisors and/or colleagues in formal and informal observations to strengthen teacher practice, align instruction with the CCLS as measured by Danielson Framework for Teaching. Additionally, 100% of teachers will participate in professional development sessions to support pedagogical instructional shifts.

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.

SLT reviewed and analyzed student performance on school-based and NYS exams. Additionally, we discussed building wide trends in teacher practice with the faculty in teacher team meetings and the instructional shifts in teacher practice with the SLT in alignment to the Citywide Instructional Expectations and Danielson Framework for Teaching. We identified the following area of need: intellectually engaging all students in content aligned to the CCLS through well-designed learning tasks and activities that require complex thinking, creating opportunities for student inquiry and contribution to the exploration of content and providing appropriate scaffolds that enable our students to become self-motivated, independent thinkers. We determined that a collaborative focus on feedback systems will improve teacher effectiveness and result in improved student outcome.

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. School leaders will establish a transparent process to meaningfully engage in interactive feedback cycles with staff using the Danielson Framework for Teaching. Staff will self-assess, reflect and improve instructional practice based upon feedback.
2. In the Instructional Cabinet and Grade Leader Team, school leaders and teachers will collaboratively develop professional development activities and reflection sheets that support instructional shifts and guide teachers in making purposeful and meaningful decisions about instructional decisions based on data using the curriculum.
3. Professional development sessions and teacher team meetings will focus on supporting teacher understanding in the Danielson Framework for Teaching. Topics will include: analyzing student work (performance based assessments, running records, student work samples) using protocols; learning walks; sharing of promising practices; using data to plan for instruction; evidenced highly effective practices in Domain 3 of the Framework for Teaching; development of common rubrics, charts and checklists; facilitating student to student discussion; student reflection and goal setting; using a variety of data to measure student outcomes including low-inference student small group talk transcripts and teacher conference notes.
4. Teachers will use common prep times to analyze student data with common rubrics, use data to plan using the curriculum as a guide, and develop common charts, checklists, exemplars and rubrics.

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

1. School leaders, Teachers, Teacher Teams: Instructional Cabinet, Grade Leaders, Inquiry Teams, ELA and Math Lead Teachers, TCRWP staff developers and CFN 207 Instructional Support Team.

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

1. Evidence of face to face feedback for 100% of teachers. Evidence of written feedback to 100% of teachers using the Advance system. – Use of the Advance system by school leaders to monitor teacher feedback and to examine teacher improvement of practice. Increased

teacher reflection and goal setting aligned to the Framework for Teaching.

2. Evidence of team planning for professional development activities. Team members facilitating professional development activities for faculty. Evidence of team members turn keying information to teacher teams.
3. Evidence of systems to collect and analysis student data such as TCWRP assessments, performance based assessments, work samples, conference notes and low inference transcripts. Student work analysis notes, showing greater alignment throughout the year. Increased opportunities to sharing of effective and highly effective practices through learning walks and professional development. Alignment of rubrics, checklists and charts. Feedback on student showing greater alignment throughout the year. Evidence of student reflection and goal setting. Evidence of effective and highly effective practices in Domain 3.
4. Curriculum maps show strategically planned and sequenced opportunities based on data in reading, writing and math. Evidence of student work analysis aligned to common rubrics. Increased common rubrics, checklists and charts used across grade levels.

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

1. September 2013 through June 2014

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

1. Use of the Advance system to track written feedback and teacher improvement. Observation and feedback conversation notes. 15 minute face to face conversations for informal observations. Scheduled pre and post observation conferences.
2. Team minutes and agendas. Professional development activities such as reflections, learning walks, inter-visitation sheets. Professional development activities, agendas and sign in sheets. Grade level meetings and common prep time used to conduct learning walk and inter visitations with teacher teams. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Alignment of professional development on Chancellor’s Day based on trends observed in teacher practice in alignment with the Framework for Teaching. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Professional development opportunities offered to teachers from Teachers College and CFN 207.
3. Common prep periods. Collection of curriculum maps, student work, rubrics, checklists and charts as outside evidence from teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Coffee and conversations /workshops with families around instructional shifts and the Danielson Framework for Teaching with a focus on Domain 3.
- Sharing of Problem of Practice and Theory of Action at PTA and SLT meetings.
- The Parent Coordinator and faculty will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

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

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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.

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By June 2014, 100% of teachers will work on grade level and inquiry teacher teams to analysis student data and levels of student rigor, and to connect student data to curricular decisions and shifting instructional practice aimed at improving student outcomes.

Comprehensive Needs Assessment

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

The SLT conducted an in-depth data analysis of the school's progress report. We determined there is a need to increase student performance and to improve early grade progress for NYS assessments. We determined that teacher team work around analyzing data, monitoring progress and making timely adjustments to instruction in alignment with the CCLS in grades K-5 would result in improved student performance. Additionally, based on a review of prior practices within the school, it was determined teachers are using performance based assessments to assess students. Our next step is to analyze performance based assessment data on vertical and grade level teams using common rubrics and analyzing trends throughout the school and within grades. By monitoring student progress using Local Measures twice a year and analyzing this data in teacher teams, teachers will be able to make coherent adjustments to instruction in a timely manner.

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

1. Vertical teacher teams will develop a shared understanding of Local Measure performance based assessments and rubrics for scoring. Professional development will support norming for scoring performance based assessments. Vertical teams will align expectations vertically through the analysis of the performance based assessments using common rubrics. Teachers will give feedback to each other and align their scoring.
2. Teacher teams will examine and analyze student data (TCRWP assessments, performance based assessments and student work samples) using protocols in grade level and inquiry team meetings. Teacher teams will establish systems for monitoring student progress. Teacher teams will study instructional shifts in literacy and math instruction and the Framework for Teaching to make coherent adjustments to instruction based upon student data.
3. Develop the capacity of the Instructional Cabinet to facilitate norming protocols, lead teacher team meetings and present professional development activities that support inquiry team work.
4. Teacher teams will develop common rubrics, checklists and charts to across classrooms. Teacher teams will make meaningful decisions when planning for instruction with a focus on alignment to the CCLS, student data, and coherence across the grade.

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

1. School leaders, Teachers, Teacher Teams: Instructional Cabinet, Grade Leaders, Inquiry Teams, ELA and Math Lead Teachers, TCRWP staff developers and CFN 207 Instructional Support Team

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

1. Increased opportunities for vertical and grade level teacher teams to analyze, norm and align scoring of performance based assessments. Evidence of student work analysis aligned to common rubrics. Alignment of performance based assessments within curriculum planning across grades.
2. Evidence of systems to collect and analysis student data such as TCWRP assessments, performance based assessments, work samples, conference notes and low inference transcripts. Feedback to students based upon common rubrics showing greater alignment throughout the year. Evidence of student work analysis aligned to common rubrics.
3. Instructional Cabinet members facilitating professional development activities for faculty. Evidence of team members turn keying information to teacher teams. Instructional Cabinet members lead grade level and teacher team meetings.
4. Evidence of effective and highly effective practices in Domain 3. Curriculum maps show strategically planned and sequenced

opportunities based on data in reading, writing and math. Increased common rubrics, checklists and charts used across grade levels

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

5. September 2013 through June 2014

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

1. Professional development activities, agendas and sign in sheets. Grade level meetings and common prep time used to analyze student work with teacher teams. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Professional development activities on Chancellor’s Day. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Professional development opportunities offered to teachers from Teachers College and CFN 207.
 2. Collaborate during common prep periods. Track assessment data (TCRWP assessments, performance based assessments and student work samples). Collect of curriculum maps and student data as outside evidence from teachers. Use time allotted for PD every Thursday to support professional development activities and inquiry team work.
 3. Team minutes and agendas. Evidence of professional development activities.
1. Grade level meetings and common prep time used to develop common rubrics, checklists and charts to across classrooms and plan for instruction with a focus on alignment to the CCLS, student data, and coherence across the grade. Use of time allotted for PD every Thursday to support teacher team work, professional development activities and inquiry team work. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Common prep periods. Collection of curriculum maps, rubrics, checklists and charts as outside evidence from teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Coffee and conversations /workshops with families around topics such as Understanding the Progress Report, Local Measures: Performance Based Assessments, Instructional Shifts in ELA and Math and CCLS .

- Information available on the use of ARIS Parent Link and Go Math Resources at PTA and SLT meetings, in newsletters and on school website.
- The Parent Coordinator and faculty will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

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

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.

By June 2014, 85% of K-5 students will demonstrate progress on Fall ELA Writing Performance Tasks to Spring ELA Writing Performance Tasks and 75% of K-5 students will meet or exceed ELA standards as measured by the ELA Writing Performance Tasks.

Comprehensive Needs Assessment

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

The SLT conducted an in-depth data analysis of the school's progress report. We determined there is a need to increase student performance and to improve early grade progress for NYS assessments. We determined that by monitoring student progress using Local Measures twice a year and analyzing this data in teacher teams, teachers will be able to make coherent adjustments to instruction in a timely manner. It was determined that the shifts in instruction would result in increased student performance and progress on NYS assessments. Additionally, this work was the focus of our 5th grade inquiry team last year. Based upon ELA data, this grade was our highest performing grade in terms of student progress and performance.

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

1. Vertical teacher teams will develop a shared understanding of Local Measure performance based assessments and rubrics for scoring. Professional development will support norming for scoring performance based assessments. Vertical teams will align expectations vertically through the analysis of the performance based assessments using common rubrics. Teachers will give feedback to each other and align their scoring.
2. Teacher teams will examine and analyze student data (TCRWP assessments, performance based assessments and student work samples) using protocols in grade level and inquiry team meetings. Teacher teams will establish systems for monitoring student progress. Teacher teams will study instructional shifts in literacy and math instruction and the Framework for Teaching to make coherent adjustments to instruction based upon student data.
3. Teacher teams will develop common rubrics, checklists and charts to across classrooms. Teacher teams will make meaningful decisions when planning for instruction with a focus on alignment to the CCLS, student data, and coherence across the grade.
4. Professional development sessions and teacher team meetings will focus on supporting teacher analyzing student data, monitoring student progress and making timely adjustments to instruction. Topics will include: analyzing student work (performance based assessments, running records, student work samples) using protocols -learning walks; sharing of promising practices; using data to plan for instruction; evidenced highly effective practices in Domain 3 of the Framework for Teaching; development of common rubrics, charts and checklists; facilitating student to student discussion; student reflection and goal setting; using a variety of data to measure student outcomes including low-inference student small group talk transcripts and teacher conference notes.

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

1. School leaders, Teachers, Teacher Teams: Instructional Cabinet, Grade Leaders, Inquiry Teams, ELA and Math Lead Teachers, TCRWP staff developers and CFN 207 Instructional Support Team

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

1. Increased opportunities for vertical and grade level teacher teams to analyze, norm and align scoring of performance based assessments. Evidence of student work analysis aligned to common rubrics. Alignment of performance based assessments within curriculum planning across grades.
2. Evidence of systems to collect and analysis student data such as TCWRP assessments, performance based assessments, work samples, conference notes and low inference transcripts. Feedback to students based upon common rubrics showing greater alignment throughout the year. Evidence of student work analysis aligned to common rubrics.
3. Evidence of effective and highly effective practices in Domain 3. Curriculum maps show strategically planned and sequenced opportunities based on data in reading, writing and math. Increased common rubrics, checklists and charts used across grade levels.
4. Evidence of systems to collect and analysis student data such as TCWRP assessments, performance based assessments, work samples, conference notes and low inference transcripts. Student work analysis notes, showing greater alignment throughout the year. –Increased opportunities to sharing of effective and highly effective practices through learning walks and professional development.

Alignment of rubrics, checklists and charts. Feedback on student showing greater alignment throughout the year. Evidence of student reflection and goal setting. Evidence of effective and highly effective practices in Domain 3.

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

1. September 2013 – June 2013

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

1. Professional development activities, agendas and sign in sheets. Grade level meetings and common prep time used to analyze student work with teacher teams. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Professional development activities on Chancellor’s Day. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Professional development opportunities offered to teachers from Teachers College and CFN 207.
2. Common prep periods. Track assessment data (TCRWP assessments, performance based assessments and student work samples). Collection of curriculum maps and student data as outside evidence from teachers. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work.
3. Grade level meetings and common prep time used to develop common rubrics, checklists and charts to across classrooms and plan for instruction with a focus on alignment to the CCLS, student data, and coherence across the grade. Use of time allotted for PD every Thursday to support teacher team work, professional development activities and inquiry team work. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Common prep periods. Collection of curriculum maps, rubrics, checklists and charts as outside evidence from teachers.
4. Professional development activities, agendas and sign in sheets. Grade level meetings and common prep time used to conduct learning walk and inter visitations with teacher teams. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Alignment of professional development on Chancellor’s Day based on trends observed in teacher practice in alignment with the Framework for Teaching. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Professional development opportunities offered to teachers from Teachers College and CFN 207.

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).

- Coffee and conversations /workshops with families around topics such as Local Measures: Performance Based Assessments, Instructional Shifts in ELA and Math and CCLS .
- Information available on the use of ARIS Parent Link and Go Math Resources at PTA and SLT meetings, in newsletters and on school website.
- Sharing of student progress regularly in report cards, at parent teacher conferences, via ongoing communication and parent meetings.
- The Parent Coordinator and faculty will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

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

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.

By June 2014, 60% of teachers will show evidence of supporting access for all students by planning for multiple entry points to support struggling learners and provide enrichment for high performing students.

Comprehensive Needs Assessment

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

Based upon the SLT's analysis of this year's progress report, it was concluded that our school did not make adequate progress in closing the achievement gap for students with disabilities and English language learners. Additionally, the SLT examined student performance from this year's progress report. Student performance levels were in the bottom third when compared to peer schools. This data analysis indicates a need to support students in the following subgroups: Students with disabilities, ELLs and high performing students. In classroom observations although teachers are providing targeted small group instruction to struggling learners, student independence and levels of student engagement need to improve. This connects to professional development activities around Response to Intervention (RtI), Universal Design for Learning (UDL) and creating quality IEPs conducted with the faculty last year. Additionally, last year systems for providing interventions to students in tiers 2 and 3 were developed and implemented. Our next step is to continue this work with a focus on strengthening the quality of the core instruction and monitoring progress for students in tiers 2 and 3.

Instructional Strategies/Activities

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

1. Teacher teams will use the selected curricula programs in ELA and Math to make meaningful instructional choices and plan for multiple entry points. Prior knowledge of UDL principles will be used when planning for instruction with a focus on access for all, alignment to the CCLS, student data, and coherence across the grade.
2. Professional development will focus on strengthening the core instructional practices. Topics will include: analyzing student work (performance based assessments, running records, student work samples) using protocols; learning walks; sharing of promising practices; using data to plan for instruction; evidenced highly effective practices in Domain 3 of the Framework for Teaching; development of common rubrics, charts and checklists; facilitating student to student discussion; student reflection and goal setting; using a variety of data to measure student outcomes including low-inference student small group talk transcripts and teacher conference notes; flexible and responsive teaching -engaging all students by planning for multiple means of representation, action and expression; scaffolding appropriately with multiple means of representation, action and expression -teaching students strategies for independent use; creating quality IEPs.
3. Systems for providing targeted instruction in RtI tiers 2 and 3 will implemented. Classroom teachers and special education support teachers will monitor and track student progress. The consultative model will be used to provide support to classroom teachers from specialists.
4. School leaders will engage in interactive feedback cycles with staff using the Danielson Framework for Teaching with a focus on Domain 3. Staff will self-assess, reflect and improve instructional practice based upon feedback. Feedback will be geared at strengthening the core instruction and increasing responsive teaching practices. School leaders will provide SPED teachers with feedback on IEPs with a focus on the use of IEPs as instructional tools.

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

6. School leaders, Teachers, Teacher Teams: Instructional Cabinet, Grade Leaders, Inquiry Teams, Child Study Team, ELA and Math Lead Teachers, TCRWP staff developers and CFN 207 Instructional Support Team.

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

1. Incorporation of UDL strategies in lesson plans. Evidence of Multiple Means of Representation in lessons: activating prior knowledge, clarifying vocabulary, maximize transference, various ways of displaying information and offering information. Evidence of Multiple Means of Action and Expression: use of technology to communicate, variety of methods for response, goal setting and strategy development. Evidence of Multiple Means of Engagement: providing choice and autonomy, planning of authentic, meaningful activities, fostering a collaborative community, providing mastery oriented feedback, creating opportunities for self-assessment and reflection.
2. Evidence of systems to collect and analysis student data such as TCWRP assessments, performance based assessments, work samples, conference notes and low inference transcripts. Student work analysis notes, showing greater alignment throughout the year. Increased opportunities to sharing of effective and highly effective practices through learning walks and professional development. Alignment of rubrics, checklists and charts. Feedback on student showing greater alignment throughout the year. Evidence of student reflection and goal setting. Evidence of effective and highly effective practices in Domain 3.
3. Evidence of school-wide systems for tracking interventions provided to students in tiers 2 & 3. Child Study Team minutes. Evidence of flexible scheduling of students with disabilities and the provision of targeted services to at risk students.
4. Evidence of face to face feedback for 100% of teachers. Evidence of written feedback to 100% of teachers using the Advance system. Use of the Advance system by school leaders to monitor teacher feedback and to examine teacher improvement of practice. Evidence of feedback relating to Domain 3 and strengthening core instruction –Evidence of improved IEP writing to create a clear portrait of students with disabilities.

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

1. September 2013 – June 2014

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

1. Common prep periods. Collection of curriculum maps as outside evidence from teachers. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Grade level meetings and common prep time used to plan for instruction with a focus on access for all, alignment to the CCLS, student data, and coherence across the grade. Use of time allotted for PD every Thursday to support teacher team work, professional development activities and inquiry team work. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists.
2. Professional development activities, agendas and sign in sheets. Grade level meetings and common prep time used to plan units and lessons with accessibility in mind with teacher teams. Use of time allotted for PD every Thursday to support professional development activities and inquiry team work. Professional development activities on Chancellor's Day. In house professional development to grade level and vertical teams of teachers from TC staff developers and CFN 207 instructional support specialists. Professional development opportunities offered to teachers from Teachers College and CFN 207.
3. Scheduling for Child Study Team meetings. Flexible scheduling of SWDs. Scheduling to allow for SETSS teachers, SP providers and guidance CO to provide indirect and direct services. Scheduling for support services such as Reading Recovery, Wilson and Foundations. Tracking systems to monitor students in tiers 2 & 3 as well as student progress. Provision of targeted instruction during AIS period.
4. Use of the Advance system to track written feedback and teacher improvement. Observation and feedback conversation notes around strengthening of core instructional practice. 15 minute face to face conversations for informal observations. Scheduled pre and post

observation conferences.

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).

- Coffee and conversations /workshops with families around topics such as Understanding IEPs, School-Wide Positive Behavior Supports, Local Measures: Performance Based Assessments, Instructional Shifts in ELA and Math and CCLS .
- Information available on the use of ARIS Parent Link and Go Math Resources at PTA and SLT meetings, in newsletters and on school website.
- Sharing of student progress regularly in report cards, IEP progress reports, at parent teacher conferences, and via ongoing communication and parent meetings.
- The Parent Coordinator and faculty will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

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		Title IA		Title IIA	x	Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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.

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

1.

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

1.

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

1.

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

6.

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

1.

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	<ol style="list-style-type: none"> 1. Words Their Way 2. TCRWP 3. Foundations 4. Reading Recovery 5. Wilson 6. ELL language acquisition support 	<ol style="list-style-type: none"> 1. Whole Class/ Small Group 2. Whole Class/ Small Group 3. Small Group 4. One-to-One 5. Small Group 6. Small Group/ One-to-One 	<ol style="list-style-type: none"> 1, 2 & 3) During the school day/ AIS/ before & after school 4. During the school day 5. During the school day 6. During the school day/ AIS/ before and afterschool
Mathematics	Go Math!	Whole Class/ Small Group/ One-to-One/ Tutoring	During the school day AIS period Before/ afterschool
Science	FOSS	Whole Class/ Small Group/ One-to-One/ Tutoring	During the school day
Social Studies	NYC DOE SS Scope and Sequence	Whole Class/ Small Group/ One-to-One/ Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk SETSS At risk SP At risk CO	Small group and/or One-to-One and/or Indirect Services	During the school day

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

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

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).

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.).

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.

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.

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 25	Borough Queens	School Number 79
School Name Francis Lewis Elementary		

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 Paula Marrom	Assistant Principal Jennifer Yonkers
Coach	Coach
ESL Teacher Mariella Barkouras	Guidance Counselor Kitty Chu
Teacher/Subject Area	Parent Janine Moll
Teacher/Subject Area	Parent Coordinator Jennifer Fertile
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	2	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)	976	Total number of ELLs	79	ELLs as share of total student population (%)	8.09%
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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														
Push-In	0	0	1	1	1	1								4
Pull-out	2	1	1	1	1	1								7
Total	2	1	2	2	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	

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	66		3	13		5				79
Total	66	0	3	13	0	5	0	0	0	79

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			2	4	6	5								17
Chinese	13	3	9	6	6	3								40
Russian														0
Bengali														0
Urdu														0
Arabic		1			1									2
Haitian														0
French														0
Korean	4	2	2	1										9
Punjabi					1									1
Polish				1										1
Albanian														0
Other	1		1	1	3	2								8
TOTAL	18	6	14	13	17	10	0	0	0	0	0	0	0	78

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	0	1	4	4	1								12

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)	5	0	1	2	7	4								19
Advanced (A)	11	6	12	7	6	6								48
Total	18	6	14	13	17	11	0	0	0	0	0	0	0	79

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	3			12
5	11	3			14
6					0
7					0
8					0
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	9		6		1				16
5	3		6		2				11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		7		2		13
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.
Our school uses a range of data to monitor ELLs, as well as, former ELLs. Early literacy skills are monitored using TCRWP Assessments such as running records, concepts of print, and on demand assessments, NYSESLAT and LAB-R exam scores, and Performance Based Assessments such as NYC DOE Local Measures of Student Learning. This data provides insights into reading comprehension, phonics and decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using TCWRP and Performance Based Assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Patterns in proficiency levels for the NYSESLAT reveal that ELLs in our school score relatively well in regards to the listening and speaking portion of the test. The NYSESLAT Individual Student Records as well as the RLAT report from ATS was used to determine areas of strengths and weaknesses for ELLs. For students in Kindergarten, there a majority of the students scored proficient in reading/writing but advanced in speaking/listening. For students currently in first grade and second grade, the scores show advanced levels in both reading/writing and listening/speaking levels. In third grade, students data shows a much more varied proficiency level in both all modalities, however, the majority of students fall in the advance category for speaking and listening. There were almost identical numbers in intermediate and advanced levels for reading/writing. In fourth grade, the data shows that more students scored in the advanced level in listening/speaking than in reading/writing. For this grade, there were more proficient students in reading/writing than in listening/speaking. Fifth grade data shows more variety in proficiency levels with an equal split in student performing at levels in all modalities. The ESL teacher examined this data and shared information with classroom teachers of ELLs.
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](#))
Based on patterns across NYSESLAT modalities, ESL instruction will place an emphasis on the areas of listening and speaking for kindergarten and fifth grade. ESL instruction for first, second, third and fourth will place equal emphasis on the areas of reading, writing, listening and speaking. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice.
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?
 - a. Patterns across proficiencies and grades are stated above. Data for ELLs taking tests in native language is applicable in NYS Math exams. Based on low inference data, trends for students who took the exam in their native language show that they used the test in the native language as a reference but still completed the exam in English, with a few exceptions. These students' scores ranged from level 1 and level 2. There is no variation in NYS test scores for ELLs tested in English only.

 - b. ELL Period Assessments will not be used for the 2013 - 2014 school year. Teachers will use TCRWP assessments (running records, concepts of print, on demands) and Performance Based Assessments to design instruction based on student needs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students.
 - c. Through analysis of the above listed assessment data, we have learned that ELLs need to increase academic vocabulary. Building on this, we have learned that our ELLs need to improve their collaborative discussion techniques by using more academic, rich language. Also, there is a need for ELLs to transfer the work done in planning stages for writing into cohesive and structured writing pieces.
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](#).)

The foundation of RtI for ELLs begins with strengthening the core instruction in Tier 1 to support language and literacy development. Teachers focus on building on and expanding ELLs existing oral language competencies to support literacy learning and content knowledge. In Tier 1, instruction is focused on teaching specialized vocabulary as well as elements of academic language. We understand that building such conceptual and language skills is essential for ELLs to succeed in school. Core instruction that promotes oral language development is necessarily rich in both language and content. We incorporate text-based content learning in interactive experiences that promote academic conversation and knowledge building. Strategies that promote ELLs' oral language development are explicitly planned for and incorporated in lessons throughout the school day. Some of these strategies are: building background knowledge, previewing key concepts and challenging vocabulary, close interactive read aloud, engaging students in discussion and dialogue about a big idea in the text, collaborative discussion and debate, role playing, rehearsed oral performance, multifaceted and intensive vocabulary instruction including vocabulary learning strategies such as using visual cues and total physical response, and jointly constructed extended writing.

Based on assessment data, some ELLs who have been provided high-quality instruction in Tier 1 may still have trouble demonstrating adequate progress in targeted skills and competencies. These ELLs will be selected to receive targeted interventions in Tier 2 during the school day. In this tier, classroom teachers support students through differentiated instruction and research-based modifications from the Pre-Referral Intervention Manual. In addition to this, ELLs are offered addition target, small group support during AIS extended day. During AIS, ELLs are offered extra targeted literacy instruction as well as differentiated instruction in mathematics.

ELLs who have been provided with high quality instruction in Tier 1 and targeted interventions in Tier 2 may still have trouble demonstrating adequate progress in targeted skills and competencies. Our school offers these students Special Education Teacher Support Services as an at risk service to students in Tier 3 during the school day. This program provides students with extra support in the areas of reading, writing and math. In this tier, a special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing. Additionally, in Tier 3, students will be referred for an evaluation for special education services

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

Research informs us that ELLs draw on what they know about their home languages to learn to read and write in English. Our school understands that students who capitalize on cross-language transfer learn to read and write in English more easily than students who do not use this strategy. There are many skills and much knowledge that can transfer from a home language to English, and therefore do not need to be re-taught. Our teachers use knowledge of what literacy-related skills and experiences ELLs have in their home languages to build on our students' strengths and needs, promote metalinguistic awareness, and encourage this type of language transference.

Our teachers help and encourage ELLs to identify similarities and differences between their two languages and apply them to learning to read and write in English. We place an emphasis on not re-teaching children what they already know. Teachers incorporate cross-language connections into their teaching throughout the day and across the curriculum. Some ways teachers promote cross language connections is by identifying cognates in books read, creating a word walls that highlight the similarities and differences between the home language and English in relation, using students' home languages to build background knowledge by previewing key concepts and challenging vocabulary, as well as reviewing key concepts – all in native languages when possible and reading bilingual books to point out parallels and contrasts between the two languages (e.g., tone, text structure, word choice).

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.).

In order to evaluate the success of our programs for ELLs, we use data from assessments like the NYS assessments (LAB-R, NYSESLAT, ELA, Math and Science), TCRWP assessments, Performance Based assessments and as well as track student development through individual portfolios.

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](#).) Upon registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are assisted in the completion of a Home Language Information Survey (HLIS) form in their native language by a licensed pedagogue. If the Other Than English Language Exposure (OTELE) code designation on the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school by a certified ESL teacher. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL). Students who are unable to pass the LAB-R and speak Spanish are administered the Spanish LAB by a Spanish speaking ESL teacher. The Spanish LAB is also administered by a certified pedagogue who is proficient in Spanish. At the end of the testing period, parents are notified immediately if their child is eligible for ELL services. At this time, the ESL teacher sends home an invitation to attend Parent Orientation where parents will then fill out a Program Selection Survey, Program Selection form and brochure. These documents are filled out and collected at the end of Parent Orientation. If parents do not attend the Parent Orientation, the ESL teacher conducts outreach to provide another, separate time so parents can complete appropriate forms. Translators are used as needed.
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. Within ten days, the ESL teacher and the assistant principal conduct a parent orientation meeting with assistance from the parent coordinator. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language). Additionally, at this meeting, parents watch the NYC DOE Parent Orientation video in English and the home language. Meeting facilitators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. All forms are collected after the orientation and kept on file.
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](#)].) To ensure that parents receive entitlement letters, letters were sent home promptly at the beginning of the school year in both home language and English. Also, follow up calls were made to ensure receipt. Copies of all letters are kept on file in both home language and English.

When Free Standing English as a Second Language is indicated on the Parent Survey, ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters. The school currently does not have a TBE or Dual Language model due to insufficient amount of students with one common language to provide these programs. Parents, who requested a TBE or Dual Language model for this year, were informed of the nearest school within our district that offers this model. All of these interactions, letters, and forms are kept on file in yearly folders.

In order to ensure that parents understand the programs available for their child, the Parent Orientation provided brochures in English and in the home language to parents. Additionally, Parent Surveys and Program Selection forms are given to parents during an in-school orientation. Make up sessions were scheduled to ensure receipt. Copies of all documents are kept on file in

both home language and English. During the orientation, parents also had the opportunity to ask questions, which certified pedagogues answered. Also, the orientation video was played in each home language.

Original placement documents are placed in the student's cumulative record. Copies are kept on file in the school to record that the letters were provided for both newly identified ELLs and continuing ELLs.

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.
In accordance with the Parent Survey and the current ESL programs available at our school, we follow the prescribed procedures for placing ELLs into instructional programs. Parents are notified of their child's placement with a Placement Letter in both their native language and English. As mentioned earlier, during Parent Orientation and in follow up sessions, the current program model available is clearly communicated to parents.
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.
Administration of the NYSESLAT is compromised of a team of teachers. Teachers selected for administration of the Speaking section are those who do not currently teach ELLs. A team of teachers work with the ESL teacher to administer the listening, reading, and writing sections on separate days and times based on a testing schedule. Students are scheduled to take the NYSESLAT in grade level groups of approximately 10 students per group in a quiet location.
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. [①](#)
Based upon review of past Parent Surveys and Program Selection forms, the majority of parents at our school choose Freestanding ESL. A minimal response, two this year, listed a dual language program in Chinese as first choice. This year, no parents indicated TBE program as their first choice. Since the current majority parent choice is Freestanding ESL in our school, there is alignment between parent choice and program offering. In the future, if parent choice shifts and we have the required number of students to meet the program demands, the school will take appropriate action.

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])?

All ELLs are held to rigorous academic standards and receive the mandated number of hours in all subject areas including ESL instruction. The ESL teacher uses the results of the LAB-R, as well as, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether students receive 180 or 360 minutes of ESL per week. Instruction of ELLs is delivered through a push-in model where co-teaching takes place as well as some pull-out classes to meet the needs of our students. In both push-in and pull-out program models, students are ungraded and heterogeneous. During pull-out program models, students meet in ESL classroom. Lessons are designed to promote critical thinking, problem solving, and effective communication through oral and written language. One way teachers differentiate learning for ELLs, is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher ensures ESL students receive instruction aligned with the Common Core Learning Standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

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)?

The ESL teacher collaborated with special education and general education teachers of ELLs to plan and ensure that all students meet their mandated number of instructional minutes according to proficiency levels in each program model. With push-in models, the student-teacher ratio is two teachers to 32 students. With pull-out model, it is one teacher to 32 students maximum. Each student is scheduled per individual level via a push-in or/and pull-out model to meet their mandated minutes. Beginner and intermediate ELLs receive 360 minutes of ESL instruction. Advanced ELLs receive 180 minutes of ESL instruction. As a result of parent choice, our school currently provides a Freestanding ESL Program therefore instructional minutes in which the language of instruction is other than English does not exist. However, native language supports are provided and student's home language honored and valued.

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.

Our school uses GO Math! which offers opportunities for differentiation through use of games, manipulatives and group projects based upon skills and level. ELLs master scientific literacy by modeling scientific methods of investigation through a “hands-on” approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. Following the NYC Social Studies Core Curriculum, ELLs are supported by the use of children’s literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs. Formal and informal assessments (i.e. TC assessments, state exams, etc.) will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies. ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, the ESL and classroom teachers also facilitate guided reading groups. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-

reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our school currently does not have a dual-language or TBE program, however, native language assessment is used for state assessments that do not measure reading comprehension such as NYS Math and Science exams. In addition, teachers are able to assess in native language by using staff and students to translate assessments as needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the ESL teacher and co-teachers work collaboratively to build instruction that includes speaking, listening, reading and writing. Progress monitoring occurs throughout the year in the forms of diagnostic, formative, and summative assessments.

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).

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system), ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in this subgroup are asked to think, talk, read and write about content in addition to the methods listed above. At this time, we have no Long-Term English Language Learners or SIFE students. In the case that a SIFE student is admitted into our school, there are systems in place to offer that student additional instructional support from the ESL teacher.

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?

ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concepts maps across the curriculum to promote acquisition of skills. The ESL teacher, along with input from a certified Special Education teacher, modifies lessons using strategies such as repetition of instruction, reduced task length and shortened directions to meet the needs of students in this subgroup.

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?

Our school flexibly schedules all students with disabilities including ELLs based upon the Continuum of SPED services. Least restrictive environment is always a priority when making appropriate IEP recommendations for ELL students with disabilities. One way we do this, is by integrating our ELL students with disabilities into general education classroom settings when appropriate with the support of the special education and ESL teachers. Additionally, when appropriate, ELL students with disabilities are integrated with their non-disabled peers during ESL sessions to the greatest extent possible. To support diverse ELL students with disabilities in an integrated setting, the ESL teacher collaborates with the special education teacher and related service providers to support students in meeting IEP goals and attain English proficiency in the least restrictive environment. One way we do this is by using the IEP as an instructional tool that supports individual ELL students in accessing the curriculum.

For example, some of the IEP mandated strategies in place for our ELL students with disabilities are: directions repeated in a slower, concise manner, repetition of instruction, extra time to acquire new information and on focus task prompts. In accordance with Chapter 408, the ESL reviews the IEP annually for all ELL students with disabilities. Records of this are maintained at the school.

Courses Taught in Languages Other than English

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

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

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

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

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

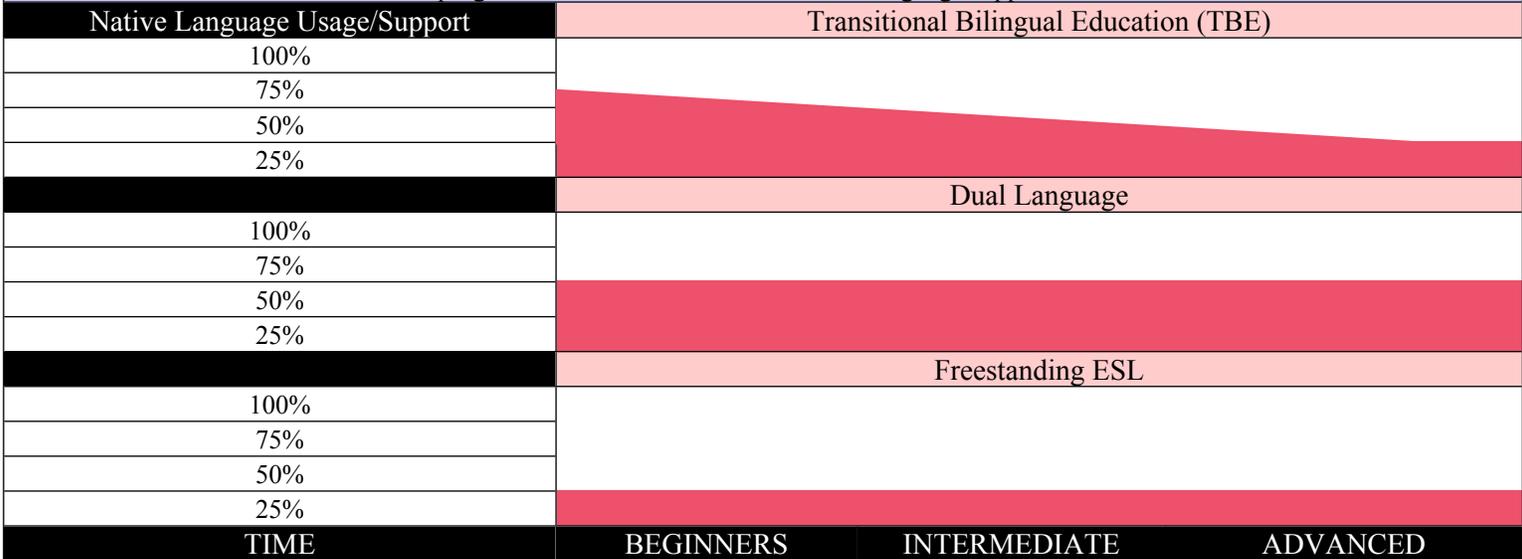
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

The intervention services available at our school include Extended Day AIS services, Title 3 afterschool programs and Response for Intervention (RtI) programs. All of these programs are offered in English.

The RtI program as described in Section III consists of three tiers. In Tier 1, our school focuses on strengthening the core instruction our ELL students receive. Based upon assessment data, ELLs may be moved into Tiers 2 and 3. In both of these tiers, we offer targeted instruction and support to address areas of need. In addition to the classroom teacher, a special education teacher supports students in these tiers via direct and indirect services.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based upon data analysis, our ELL students are making slower gains in reading and writing when compared to English speaking peers. In math, our ELL students are performing slightly below their English speaking peers. Our school uses this data to inform areas of improvement for our current program. Currently, teacher teams focus inquiries around strategies to support higher expectations and outcomes for ELLs in both content and language development with appropriate scaffolds. One teacher team is focused on a study of close reading of complex text to support academic vocabulary acquisition for ELLs.

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

In the upcoming school year, we are continuing staff development around Universal Design for Learning (UDL). Teachers are working to support our ELL students by planning in ways that provide access for all learners, including ELLs and SWDs. In addition, as mentioned in a prior section, classroom teachers are adopting approaches that promote cross-language transference to ensure multiple entry points for speakers of other languages.

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

We have not discontinued any programs for ELLs.

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

ELLs are afforded equal access to all school programs. ELLs participate in all cluster programs. Our school offers the following cluster programs: visual arts, music, dance, library hours, theater, and graphic design/publishing. In addition, they are afforded equal access to our elective arts programs after school programs, extended day programs and all extracurricular activities.

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

Instructional materials include but are not limited to: bilingual texts, native language translation services, multicultural texts, iPads, smart boards, computer labs, elective arts programs, and after school programs. We also offer parent workshops to support students.

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

As mentioned earlier, one improvement we are making this year is the continued staff development around UDL and the incorporation of UDL methodology into teaching practice. By planning with UDL in mind, all our learners, including ELLs, are ensured access into the curriculum. With this in mind, honoring the use of children's native language is essential. As often as possible, teachers use native language to clarify instructions. Additionally, teachers may ask one or two students to help another student who speaks the same language so that students can negotiate meaning together. Also, writing and reading is accepted in native language in beginning language acquisition stages.

Our teachers help and encourage ELLs to identify similarities and differences between their two languages and apply them to learning to read and write in English. Teachers incorporate cross-language connections into their teaching throughout the day and across the curriculum. Some ways teachers promote cross language connections is by identifying cognates in books read, creating a word walls that highlight the similarities and differences between the home language and English in relation, using students' home languages to build background knowledge by previewing key concepts and challenging vocabulary, as well as reviewing key concepts – all in native languages when possible and reading bilingual books to point out parallels and contrasts between the two languages (e.g., tone, text structure, word choice).

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

Programs are scheduled based on grade and proficiency level to the greatest extent possible.

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.

For newly enrolled ELL students in our school in the beginning of the school year, there is an interview conducted by a licensed pedagogue. Parents/guardians complete a Home Language Survey with the assistance of a certified pedagogue.

For new ELLs who enroll throughout the year, there is an interview conducted by a licensed pedagogue and parents complete a Home Language Survey with the assistance of a licensed pedagogue. During the interview process, it is determined whether the student has previously attended an English speaking school or if this will be the student's first time attending an English speaking school. If the student has previously attended an English speaking school, information about ELL services is gathered. If the student received ELL services in a previous school in a program model that is not currently being offered at our school based upon insufficient amount of students with one common language, the parents are informed of the nearest school within our district that offers that model.

If it is determined that this is the student's first time in an English speaking school, the parent is informed that their child will be administered the LAB-R within the first ten days of schools and all procedures indicated in Part IV: ELL identification process are followed.

In addition, new students whom enroll throughout the school year are allotted time to adjust in the classroom.

18. What language electives are offered to ELLs?

Language electives are not offered at our school.

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.

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional developments. In addition, the ESL teacher attends all monthly ELL liaison meetings facilitated by our CFN (Children's First Network). The ESL teacher is also plans on attending several workshops offered by Teachers College to explore ways to value and welcome ELLs to the classroom in authentic ways by connecting to principals of Universal Design for Learning. The ESL teacher will attend all other applicable workshops provided by the DOE.

Classroom teachers receive differentiated professional development to support instructional learning environment for ELLs. The principal and assistant principal provide staff support via observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. Last year, the ESL teachers received training from our CFN 207 instructional coach focused around improving and building academic language for ELLs. The ESL teacher turn keyed this work to teachers during team meetings and professional development sessions. This work continues this year through teacher team inquiry work. Teacher inquiry teams meet periodically and study methodologies to support ELLs under the guidance of the ESL teacher. In March, a faculty conference will be devoted to providing teachers and understand of the demands of the NYSESLAT. Teachers are provided support to assist ELLs as they transition from elementary to middle school through workshops offered by our CFN. In addition, on-site support from the ESL teacher focuses on the building of academic language that will help ELLs experience success as they transition. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

Some of the specific workshops provided for the school staff include regular professional development trainings, approximately six times a year, from TCWRP leaders which include strategies for ELLs. During Chancellor's Day and Brooklyn Queens Day, there is a turn key of professional development provided by school staff whom have attending ELL workshops provided by the CFN and Teachers College. Also, inquiry circles whose focus is in meeting the needs of linguistically and culturally diverse students turn key their research at the end of the inquiry cycle to provide the minimum 7.5 hours of ELL traing for all 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. Parent involvement includes invitations to classroom celebrations, coffee & conversation dates with the principal, monthly PTA meetings, class trips, and school recitals. We hold regularly workshops for parents in addition to the invitations to activities listed below. Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events. Translation services are available during parent/teacher conferences and translators are called ahead of time to attend important parent meetings.
 2. At this time the school does not have any partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL Parents.
 3. We evaluate the needs of parents through surveys, PTA meetings, the Learning Environment Survey which is sent home. Additionally, our school has an open door policy to ensure that parents are comfortable expressing their concerns and needs. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally.
 4. Through our parent involvement activities, we strive to keep parents of ELL students informed about school curriculum and activities. All our ELL parents are included in our mainstream parent activities.

Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Meet the Teacher(Sept.)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Performances
- Respect for All assemblies
- Coffee and Conversations with the Principal
- Music/Arts Festival
- Multicultural School Events

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.

Part VI: LAP Assurances

School Name: Francis Lewis Elementary

School DBN: 025Q07

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Marron	Principal		11/8/13
Jennifer Yonkers	Assistant Principal		11/8/13
Jennifer Fertile	Parent Coordinator		11/8/13
Mariella Barkouras	ESL Teacher		11/8/13
Janine Moll	Parent		11/8/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kitty Chu	Guidance Counselor		11/8/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q079 School Name: Francis Lewis Elementary

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) and Home Language Codes in our school's ATS system allow us to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. The information provided from this data then allows us to gauge what languages are spoken in our school and provide school information in home languages. The NYCDOE materials available in a variety of languages and services provided by the city are then used for communication.

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

Based on analysis of the UPPG, the written translation and oral interpretation needs of our school are in the following languages Arabic, Bengali, Chinese including, Cantonese, unknown dialects, and Mandarin, Darsi/Farsi/Persian, English, French, Greek, Hindi, Hungarian, Italian, Japanese, Khoisan, Korean, Macedonian, Pashto, Philipino, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, Tamil, Turkish, Urdu and Vietnamese. There are under five parents (in each listed language) who may require oral/written translation in Arabic, Bengali, French, Hindi, Hungarian, Italian, Japanese, Khosian, Pashto, Philipino, Polish, Punjabi, Russian, Serbo-Croatian, Tamil, Turkish, Urdu and Vietnamese. There are under 10 parents (in each listed language) who may require oral/written translation in Greek and Macedonian. There are 168 parents who may require oral/written translation in Chinese including all Cantonese, unknown dialects, and Mandarin. There are 88 parents who may require oral/written translation in Korean and 56 parents who may require oral/written translation in Spanish. This information is shared with staff at a faculty conference as well as with SLT and the PTA.

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Francis Lewis Elementary</u>	DBN: <u>25Q079</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

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

