



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELM TREE ELEMENTARY SCHOOL

DBN (i.e. 01M001): 24Q211

Principal: DONNA ESTRO

Principal Email: DESTRO@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: LUCIUS YOUNG

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
Donna Estro	*Principal or Designee	
Charles Hauber	*UFT Chapter Leader or Designee	
Amada Reyes	*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	
Kristen Niven	Member/ Literacy/Math Coach	
Natalia Gomez	Member/ Parent Coordinator	
Violeta Moreno	Member/ PTA Secretary	
Gricel Garcia	Member/ PTA Treasurer	
Gladys Merino	Member/ PTA	
Maricela Torres	Member/ PTA	
Janet Reilly	Member/ ELL Coordinator	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 our Kindergarten students will show progress in ELA by advancing 3 instructional reading levels. Fountas & Pinnell data collected at the beginning of the year will provide a baseline benchmark and Fountas & Pinnell administration in the Spring will provide comparison data.

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.

Data collected during our initial Fountas & Pinnell Assessment indicated that 144 out of 145 students scored at the Pre-A reading level. We are a Title 1 school with 98% of our population at the poverty level as determined by free/reduced lunch, and 85% of our population is English Language Learners. Less than 58% of our students attended Pre-K. Goal #1 was driven by the necessity to close the achievement gap as early as possible.

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. Rigorous reading program aligned to the Common Core Standards
2. Research based Phonics program that supplements the reading program
3. Teachers College writing program
4. AIS Intervention Program

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

1. Teacher created curriculum maps utilizing resources that address the Common Core Learning Standards
2. Classroom teachers who have been trained in using the program
3. Educational consultants as well as classroom teachers and Network personnel
4. Four AIS providers will implement lessons from Fountas & Pinnell Leveled Literacy Intervention System as well as Foundations

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

1. Unit and benchmark assessments and performance tasks
2. Benchmark assessments as well as Fountas & Pinnell
3. Unit writing tasks aligned to the Common Core Learning Standards and graded with a standards aligned rubric
4. Students in Tier II are progress monitored 2x monthly and students in Tier III are progress monitored weekly

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

1. Curriculum maps run from September through June
2. Foundations and Estrellita are implemented from September through June
3. Teachers College Writing Project will take place from November through June
4. AIS intervention program will run from November through June

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

1. Reading Streets and its Spanish component, Calle de la Lectura
2. Time has been programmed into the daily schedule to utilize either Foundations in English or Estrellita in Spanish
3. Time has been programmed into the weekly schedule and resources for TCWP were scheduled in the budget
4. Period 6 is scheduled as school-wide AIS for the purposes of small group instruction by both RTI providers as well as classroom 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).

Parent workshops to generate understanding of the 2013-2014 Instructional Expectations
Parent workshops to generate understanding of the Common Core State Standards
Parent support in understanding student academic expectations provided by the School Based Support Team and Special Education Teacher
IEP meetings to assist parents in understanding the goals and objectives of their child's IEP

Agenda books to increase parent communication regarding literacy homework and classroom instruction
 Homework sheets translated in Spanish to increase parent understanding of homework directions
 Christmas, Winter and Spring take-home literacy packages including a leveled book and CCSS aligned skill based tasks
 Membership in Cool Culture to increase background knowledge and vocabulary through life experiences
 CookShop for Families to align with CookShop for students to increase conversation and vocabulary through home activities
 Provide families with Estrellita CD's to increase student practice and parent involvement at home
 Workshops conducted by Parent Coordinator and ELL Coordinator to increase parent involvement at home through literacy games and activities
 Parent workshops provided by Studio in a School to increase parent involvement through activities at home that increase student vocabulary

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.

By June 2014, 100% of our subgroup of English Language Learners in our General Education Kindergarten will make progress in ELA, determined using the initial LAB-R Assessment as a baseline and the NYSESLAT Assessment which will provide comparison data.

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.

Elm Tree Elementary School currently serves 145 Kindergarten students, 123 of who are English Language Learners. Annual Goal #2 is driven by the need to ensure that our significant English Language Learner population is making adequate progress as determined by State Assessments using the programs and resources that we have provided during the 2013-2014 school year

Instructional Strategies/Activities

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

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

1. Seamless instruction between our English and our Spanish classes in our Dual Language Program
2. Provide mandated support for ELL's with intensive language acquisition using ELL strategies
3. Use of Balanced Literacy Approach to instruction in English Language Arts
4. Guided Reading during the Literacy block for differentiated groups of students
5. One period of small group instruction Monday through Thursday using technology, Fountas and Pinnell LLI System and Foundations
6. Use of *Get Ready for NYSESLAT* practice book

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

1. 3 English and 3 Bilingual classroom teachers
2. Classroom teachers have been trained by the ELL Coordinator in using ELL strategies
3. Teachers plan using the Balanced Literacy approach
4. Classroom teachers will use leveled readers to conduct guided reading groups during literacy
5. Classroom teachers, cluster teachers, ELL Coordinator and Coach
6. Classroom teachers utilize NYSESLAT practice books with students during the instructional day

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

1. Benchmark assessments and Common Core aligned unit performance tasks
2. Benchmark assessments and Common Core aligned unit performance tasks monitor progress in language acquisition
3. Daily planning templates are monitored to ensure the incorporation of all components of balanced literacy are evident in reading and writing

4. Guided reading assessment is ongoing, allowing for movement of students as they progress to the next reading level
5. Collection of small group data and progress monitoring
6. Benchmark and Unit assessments and Performance tasks in Literacy serve as data to monitor the progress of students in the area of English Language Arts

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

1. Curriculum map runs from September through June
2. Classroom teachers use ELL strategies and best practices daily to support language acquisition for our ELL students
3. Balanced Literacy is used from September through June
4. Guided reading takes place from December through June
5. Small group instruction takes place from September through June
6. NYSESLAT practice books will be utilized from February through April

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

1. Reading Streets program and its Spanish component, Calle de la Lectura
2. Teachers use manipulatives, technology, visual aids and listening centers to support language acquisition for our ELL students
3. Classroom teachers have materials and resources needed to implement all areas of balanced literacy in reading and writing.
4. Guided reading books within the Reading Streets and Calle de la Lectura programs as well as supplemental books from outside sources.
5. Laptops, iPads, eReaders and Letters Alive are used in small groups to encourage literacy skills practice. In addition, students are serviced in small groups using Fountas & Pinnell Leveled Literacy Intervention System as well as Foundations
6. NYSESLAT student practice books and Teachers' Editions will be rolled out by our ELL Coordinator through Professional Development

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).

- Parent workshops to generate understanding of the 2013-2014 Instructional Expectations
- Parent workshops to generate understanding of the Common Core State Standards
- Parent support in understanding student academic expectations provided by the School Based Support Team and Special Education Teacher
- IEP meetings to assist parents in understanding the goals and objectives of their child's IEP
- Agenda books to increase parent communication regarding literacy homework and classroom instruction
- Homework sheets translated in Spanish to increase parent understanding of homework directions
- Christmas, Winter and Spring take-home literacy packages including a leveled book and CCSS aligned skill based tasks
- Membership in Cool Culture to increase background knowledge and vocabulary through life experiences
- CookShop for Families to align with CookShop for students to increase conversation and vocabulary through home activities
- Provide families with Estrellita CD's to increase student practice and parent involvement at home
- Workshops conducted by Parent Coordinator and ELL Coordinator to increase parent involvement at home through literacy games and activities
- Parent workshops provided by Studio in a School to increase parent involvement through activities at home that increase student vocabulary

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 #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, 100% of our subgroup of Special Education students in Kindergarten will show progress in ELA by advancing a minimum of 3 instructional reading levels. Fountas & Pinnell data collected at the beginning of the year will provide a baseline benchmark, and Fountas & Pinnell administration in the Spring will provide comparison data.

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.

Currently, we have 14 Special Education students with IEP's, 12 of whom are also English Language Learners. All of our Special Education students participate in our Dual Language Program and 6 of our students are part of our ICT DL class. Annual Goal #3 is driven by the necessity to determine if our Special Education ELL population is making progress in the programs that we have provided for the 2013-2014 school year.

Instructional Strategies/Activities

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

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

1. Integrated Co-Teaching class to support students in the least restrictive environment
2. Use of a Balanced Literacy Framework for English Language Arts instruction
3. Small group guided reading instruction each day
4. One designated period of AIS each day whereby instruction is differentiated and scaffolded

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

1. Two Special Education/Bilingual teachers and one General Education teacher to service the ICT DL class
2. Literacy Coach and classroom teachers who utilize a Balanced Literacy template when planning instruction
3. Classroom teachers engage in small group guided reading instruction as part of their daily literacy block
4. All teaching staff are assigned a small target group during period 6 each day to provide remedial instruction by lowering the ratio of teacher to students

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

1. The ICT DL class follows the same program as general education students and participates in the same assessments utilizing the principals of UDL
2. Benchmark assessments, unit assessments and performance tasks are analyzed to determine student progress in all areas of Balanced Literacy.
3. Fountas & Pinnell as well as Sistema de la Evaluacion are administered in Winter to benchmark progress in reading in both Spanish and English
4. Students are progress monitored and moved within levels to ensure continued progress

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

1. The ICT class was formed in October in response to need and will operate through June
2. Balanced Literacy instruction takes place from September through June
3. Guided reading takes place from December through June
4. AIS takes place from September through June

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

1. Kindergarten was re-programmed to include an ICT DL class and funds were scheduled to hire an additional Special Education teacher
2. Balanced Literacy templates, Smartboard for demonstrations, Big Books, classroom libraries and student work materials support the implementation of balanced literacy
3. Literacy Blocks are programmed to include time for Guided Reading and leveled guided reading books are available through program resources as well as outside resources
4. AIS has been built into the school schedule to accommodate whole school immersion. Extra rooms and technology are utilized to maximize effectiveness of instruction

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).

Parent workshops to generate understanding of the 2013-2014 Instructional Expectations
Parent workshops to generate understanding of the Common Core State Standards
Parent support in understanding student academic expectations provided by the School Based Support Team and Special Education Teacher
IEP meetings to assist parents in understanding the goals and objectives of their child's IEP
Agenda books to increase parent communication regarding literacy homework and classroom instruction
Homework sheets translated in Spanish to increase parent understanding of homework directions
Christmas, Winter and Spring take-home literacy packages including a leveled book and CCSS aligned skill based tasks
Membership in Cool Culture to increase background knowledge and vocabulary through life experiences
CookShop for Families to align with CookShop for students to increase conversation and vocabulary through home activities

Provide families with Estrellita CD's to increase student practice and parent involvement at home
 Workshops conducted by Parent Coordinator and ELL Coordinator to increase parent involvement at home through literacy games and activities
 Parent workshops provided by Studio in a School to increase parent involvement through activities at home that increase student vocabulary

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	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.

ARRA

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, 100% of our students in Kindergarten who scored at a level 1 (94 of 145) in *Operations* will make progress in the content area of Mathematics. Progress will be determined using the Discovery K Assessment that was administered in September as a baseline benchmark. The Spring administration of Discovery K will provide comparison data.

Comprehensive Needs Assessment

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

During the month of September our Kindergarten students participated in the Discovery K assessment in Mathematics. Data revealed that 65% (94 of 145) of our students scored at a level one in basic number *Operations* proficiency. Goal #4 is driven by the necessity to insure that all students in our Kindergarten grade progress to a minimum of level 2 proficiency in basic *Operations*.

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. Envision Math Program aligned to the Common Core Learning Standards
2. Instruction in both Spanish and English to ensure content delivery for our English Language Learners
3. The use of technology for the purposes of engagement and differentiated modalities
4. The use of hands-on manipulatives to promote concrete understanding of math concepts
5. The use of Math exemplars

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

1. Math coach and classroom teachers will curriculum map and implement program with purchased resources
2. Spanish and English teachers work side by side to deliver seamless instruction
3. Classroom teachers utilize the Smartboard during instruction to implement Envision motivation techniques and modeling strategies
4. Classroom teachers use resources that address multiple modalities each day
5. The Kindergarten Professional Learning Community works together to create math problem solving exemplars to assess each math unit

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

1. Benchmark and unit assessments, monthly performance task, classroom observation
2. Assessments are provided in both English and Spanish to ensure accurate mathematical data
3. Benchmark, unit assessments and monthly performance tasks provide data to evaluate the effectiveness of the use of technology
4. Benchmark and unit assessments are administered as well as performance tasks for each unit
5. Math exemplars are evaluated during inquiry work to determine next steps

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

1. Envision program begins in September and progress will be assessed with the results of the Spring administration of Discovery K
2. Spanish and English delivery of instruction takes place from September through June
3. Use of technology during instruction takes place from September through June

4. Math instruction takes place from September through June
 5. Math exemplars are administered from December through June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Classes are programmed to receive 6 periods per week of mathematical instruction
 2. Classes are programmed to receive Spanish and English delivery of Mathematical instruction on alternating days
 3. All classrooms are equipped with a SmartBoard and support from a technology facilitator
 4. Students are programmed to receive 6 periods of math each week
 5. Teachers are supported in creating and assessing all math exemplars using an exemplar problem solving rubric as well as a standards based rubric

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).

Parent workshops to generate understanding of the 2013-2014 Instructional Expectations
 Parent workshops to generate understanding of the Common Core State Standards
 Parent support in understanding student IEP academic expectations provided by the School Based Support Team and Special Education Teacher
 IEP meetings to assist parents in understanding the goals and objectives of their child's IEP
 Agenda books to increase parent communication regarding math homework and classroom instruction
 Homework sheets translated in Spanish to increase parent understanding of homework directions
 Christmas, Winter and Spring take-home math packages including manipulatives and CCSS aligned skill based tasks
 Membership in Cool Culture to increase background knowledge and vocabulary through life experiences and counting money
 CookShop for Families to align with CookShop for students to increase conversation and vocabulary through home activities such as measuring
 Workshops conducted by Parent Coordinator and ELL Coordinator to increase parent involvement at home through math games and activities
 Parent workshops provided by Studio in a School to increase parent involvement through activities at home that increase student vocabulary and awareness of shapes

Budget and Resource Alignment

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

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

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.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**

1.
E. 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
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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	<p>The Fountas and Pinnell Leveled Literacy Intervention System is used to service our students in Tier II of RTI. Each lesson builds upon the prior lesson and increases in text complexity to expand reading and writing capabilities. The lessons are designed with supportive oral language, reading, writing, phonics and word study. The emphasis of instruction is on comprehension strategies for both fiction and nonfiction texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words in activities designed to help students notice details of written language and learn how words “work.”</p> <p>Students in Tier III receive instruction in Wilson Basics Program, Foundations. Foundations is an intense phonics program approach that systematically and comprehensively instructs students in phonemic awareness and word study to build fluency, vocabulary development and applications of strategies for understanding text.</p>	<p>Based on the evaluation of triangulated data using the Fountas & Pinnell Fall administration results, the LAB-R and classroom teachers’ observations, students were identified for Tier II and Tier III instruction.</p> <p>Students are pulled for small group instruction in groups of 2/3 and 5/6. The ELL Coordinator, the Literacy Coach, the Art teacher, the Science teacher and the ICT Special Education teacher all pull groups of students 2x per week to work with either Fountas & Pinnell Leveled Literacy Intervention System or Foundations.</p>	<p>During August the school conducted and SBO vote to amend the options for extended day services. Thirty extra minutes was incorporated into the Monday, Tuesday, Thursday and Friday school days. We then blocked period 6 across the week whole school as an intervention / small group period. Out of classroom personnel pull small groups of students during this period Monday through Thursday and teachers provide small group / literacy center activities for the remaining students in each class.</p>
Mathematics	<p>Based on needs assessment, teachers utilize technology resources, re-teaching workbooks, manipulative work and modeling to provide extra support to students struggling with math concepts or problem solving.</p>	<p>Based on on-going data collection teachers identify individual needs for groups of students and provide center / small group instruction. Some students are pulled for small group remedial instruction outside of the classroom.</p>	<p>Period 6 has been blocked school-wide for AIS/Small group instruction. On Friday students receive targeted instruction in the area of Mathematics. Small groups work in differentiated centers, utilize technology and receive intense support in pull-out groups.</p>
Science	<p>AIS lessons are designed with supportive oral language, reading, writing, phonics and word study. The</p>	<p>Students are pulled for small group instruction in groups of 2/3 and 5/6. The ELL Coordinator, the Literacy Coach,</p>	<p>Period 6 has been blocked school wide for AIS and small group instruction. Students receive targeted instruction as</p>

	emphasis of instruction is on comprehension strategies, and a percentage of lessons are based in science texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words in activities designed to help students notice details of written language and learn how words “work.”	the Art teacher, the Science teacher and the ICT Special Education teacher all pull groups of students 2x per week to work with either Fountas & Pinnell Leveled Literacy Intervention System or Foundations.	they work in small groups, in centers utilizing technology and in RTI groups
Social Studies	AIS lessons are designed with supportive oral language, reading, writing, phonics and word study. The emphasis of instruction is on comprehension strategies and a percentage of lessons are based in social studies texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words in activities designed to help students notice details of written language and learn how words “work.”	Students are pulled for small group instruction in groups of 2/3 and 5/6. The ELL Coordinator, the Literacy Coach, the Art teacher, the Science teacher and the ICT Special Education teacher all pull groups of students 2x per week to work with either Fountas & Pinnell Leveled Literacy Intervention System or Foundations.	Period 6 has been blocked school wide for AIS and small group instruction. Students receive targeted instruction as they work in small groups, in centers utilizing technology and in RTI groups
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The SBST provides on-going support in evaluating and identifying individual student needs. The Guidance Counselor provides mandated counseling as well as At-Risk counseling for students showing difficulty in the social setting of the classroom.	Mandated counseling follows the recommendations of the IEP. At-Risk counseling follows the immediate needs of the students including one-to-one, small group, time-out, and peer mediation	Mandated services follow a regular schedule. At-Risk students are provided with a 6 week schedule that is progress monitored to determine the need for continued mandated counseling. In addition, counseling services are provided on an as-needed basis for students determined to be in crisis.

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a new school all staff members were recruited through the 18D process and determined to be highly qualified regarding certification and appropriate license area. A week long Summer Institute was created to support new teachers with professional development in Reading Streets, EnVision Math, Curriculum Mapping and English Language Learner strategies. In addition, teachers attended a week long Responsive Classroom Institute to develop strategies for a social and emotional approach that is used at Elm Tree.

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).
Teachers remain after dismissal every Wednesday for 50 minutes of professional development dedicated to using the protocol of inquiry for looking at student work. In addition, one Wednesday each month is extended to 1 ½ hours and is dedicated to a book study on <i>The Power of our Words</i> . Teachers also attend a 1 hour Lunch-n-Learn 3 times each month. During the Lunch-n-Learns staff presenters address either Curriculum Mapping (CCSS, Instructional shifts) or Danielson Framework for Teaching.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Not applicable due to the fact that we are a new school in existence for only 4 months. All tax levy funds as well as Federal Government Title I funds have been leveraged
to address the hiring of highly qualified teachers as well as the purchase of materials and equipment to address the CCSS and Danielson.

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.).
N/A

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.
N/A

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Elm Tree Elementary School services a population that 98% Targeted Assistance. Our curriculum and resources have been designed to service the needs of our population throughout the instructional day, which has been programmed to provide increased time on task for all students.

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).

Fully programmed Dual Language School to assist our 88% English Language Learner population with language acquisition
Increased use of technology including SmartBoards, laptops, iPads and eReaders to provide visual and listening opportunities for our struggling students

100 minutes of extended day programmed into the regular school day to provide increased time on task for all students

School-wide programmed small group intervention period each day to prevent students being pulled during instruction for RTI

1 hour each day of small group differentiated instruction in Literacy 4x per week for all students

2 hours per week of targeted intervention for students identified as Tier II of RTI

2 hours per week of intense targeted intervention for students identified as Tier III of RTI

1 hour per week of small group differentiated instruction in Math for all students.

1 hour per week of targeted intervention for students identified in need of remedial intervention

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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 including laptops, iPads and eReaders;
- 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 including parent workshops each month, a Parent-Teacher Association, a School Leadership Team;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress including parent workshops once a month, participation in Cool Culture, participation in Cookshop for Families;
- providing assistance to parents in understanding City, State and Federal standards and assessments including informational meetings regarding testing and curriculum;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand including disseminating information in home language / language of choice;
- 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 including classroom celebrations and planned classroom activities with parent support;

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 including a Title I parent meeting;
- 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 including parent approval for allocation of parent involvement funds;
- 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 24	Borough Queens	School Number 211
School Name Elm Tree Elementary School		

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

Principal Donna Estro	Assistant Principal N/A
Coach Kristen Niven	Coach N/A
ESL Teacher Kristina Bowe - DL English	Guidance Counselor Natalia Gomez
Teacher/Subject Area Alexandra Bauer-Spanish DL	Parent
Teacher/Subject Area Jessica Fernandez-Spanish DL	Parent Coordinator Natalia Gomez
Related Service Provider	Other Janet Reilly ELL Coordinator
Network Leader(Only if working with the LAP team) N/A	Other Stephanie Estrada-Spanish DL

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	1	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	145	Total number of ELLs	123	ELLs as share of total student population (%)	84.83%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	6													6
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	6	0	0	0	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	123	0	12	0	0	0	0	0	0	123
ESL	0	0	0	0	0	0	0	0	0	0
Total	123	0	12	0	0	0	0	0	0	123
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													

*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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	120	21																	120	21
Chinese	2	0																	2	0
Bengali	1	1																	1	1
TOTAL	123	22	0	123	22															

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 12

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 0

Hispanic/Latino: 20

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

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

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)	72													72
Intermediate(I)	15													15
Advanced (A)	36													36
Total	123	0	123											

NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language		English	Native Language
Comprehensive English	0	0		0	0
Integrated Algebra	0	0		0	0
Geometry	0	0		0	0
Algebra 2/Trigonometry	0	0		0	0
Math	0	0		0	0
Biology	0	0		0	0
Chemistry	0	0		0	0
Earth Science	0	0		0	0
Living Environment	0	0		0	0
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:

- 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.

1)What we use:

Since all of our students are at the Kindergarten level, each of them participated in the LAB-R for the current school year which provided us with one set of data regarding their level of proficiency in the English Language.

In addition, for our students whose primary language is Spanish, during our first year we have used the Spanish LAB-R as a baseline assessment for the primary language. This is particularly important data for ELL students who tested at the beginning level on the LAB-R, and allows us to triangulate data for our ELL students in order to correctly identify language acquisition needs vs. developmental learning needs. Elm Tree Elementary School also uses Fountas and Pinnell benchmark assessments to assess our Kindergarten ELL students' early literacy skills in English.

Data Insights:

Our LAB-R determined that 72 students scored between 0 and 9 and qualified at the "beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level.

In addition, the results of the Spanish LAB-R indicated that 11 students who had tested at "Beginner" on the LAB-R also tested between 0 and 6 on the Spanish LAB-R.

Fountas and Pinnell provided us with data that identified English proficiency in ELL students in letter recognition, sight words, initial sounds and beginning reading levels. Data from our Fall administration of Fountas & Pinnell revealed 99% of our ELL students scored at a AA, or pre-reading level.

Implications for Instruction:

Collectively this data informed an instructional plan that needed to be equally strong in both English as well as the target language in our Dual Language Program. Our resources needed to provide seamless instruction whereby students could begin to build upon content knowledge, prior knowledge and vocabulary in their home language, and use this knowledge to assist with language acquisition each day as they move between instruction in both English and the target language. We implemented the Reading Streets Standards based program along with its Spanish component, Calle de la Lectura. Both of these sets of resources are aligned to provide seamless instruction, and each program also includes a technology component that provides engagement in visual and tactile learning for ELL students. In addition, we purchased Estrellita for our Spanish classes to complement Foundations phonics instruction in our English classes of our Dual Language Program. With 72 students scoring at a beginner level, 15 students scoring at an intermediate level and 36 students scoring at the advanced level we needed to begin differentiating our instruction immediately. Although Fountas & Pinnell had assessed 99% of students at a pre-reading level, the LAB-R results indicated students were likely to begin making progress at different rates. In addition to teachers meeting with small groups for guided reading, we initiated an AIS period so that all unassigned pedagogues could provide small group differentiated instruction. Both Foundations and Fountas & Pinnell Leveled Literacy Intervention System provide resources to be used for RTI remedial instruction during our AIS period.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a new school we have one grade consisting of 6 Kindergarten classes. We will administer the NYSESLAT at the end of the year to serve as a measure of growth against the LAB-R that was administered at the start of school year. Patterns revealed across the Kindergarten level showed 72 students scored between 0 and 9 and qualified at the "Beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level. This data revealed that almost 60% of our Kindergarten ELL students were at the beginner level and would need significant support in their native language as well as the need to provide teachers who were able to provide best practices in ELL teaching strategies. Upon completion and scoring of our first NYSESLAT we will have comparison data to analyze.
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](#))
As a first year new school that has not administered the NYSESLAT this is not applicable.
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) Currently we service only Kindergarten students. We have six classes and all of our students and classes participate in the Dual Language Program. We will administer the NYSESLAT for the first time for our students in the Spring of 2014, which will serve as a

measure of growth against the LAB-R that was administered in the Fall of 2013. Patterns from the LAB-R revealed that 72 students scored between 0 and 9 and qualified at the "Beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level. This data revealed that almost 60% of our Kindergarten ELL students were at the beginner level and would need significant support in their native language as well as the need to provide teachers who were able to provide best practices in ELL teaching strategies. Upon completion and scoring of our first NYSESLAT we will have comparison data to analyze.

B) There are no Periodic Assessments for students in Kindergarten that are aligned to the NYSESLAT and ELA standards and assess reading, writing and listening. However, we use data collected from the administration of Fountas & Pinnell during the Fall and Winter as a substitute for the ELL Periodic Assessments.

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](#).)

Elm Tree began the year with 6 Kindergarten classes and an ELL population of 85%. Our goal was to identify students in need of AIS and provide immediate remediation as quickly as possible. It is important for teachers to understand the second language acquisition process, to recognize possible characteristics associated with LD, and to look at the quality of instruction to determine whether students truly have received an adequate opportunity to learn. Our first step was to provide high quality instruction for our ELL's in both Spanish and English, utilizing English language learner strategies that represent best practices for all students, and to ensure that our teachers received training. We administered the LAB-R, Fountas & Pinnell and the Spanish LAB-R to collect enough triangulated data to determine our lowest performing students upon entry into Kindergarten.

In order to provide as many opportunities to learn as possible, our school chose to incorporate 100 minutes of extended day time for our Kindergarten students into the school day over the course of the week. By doing this, all of our students gain instructional time on task without over-extending any one day for our young students.

An analysis from the triangulated data collected from Fountas and Pinnell, LAB-R and Spanish LAB-R were used to identify students in need of AIS.

Beginning with the LAB-R, data determined that 72 students had scored between 0 and 9 and had qualified at the "beginner" level. We identified these students to be in our "focus" group and continued to look at additional data to determine needs.

Based on a combination score for all components of the Fountas and Pinnell assessment as well as the LAB-R, 5 students were placed in Tier III and 46 students were identified as needing Tier II intervention. These students receive 100 minutes of AIS during a school-wide initiative of small group instruction during period 6 each day. Students in Tier II and Tier III are serviced twice a week for a 50 minute period outside of the classroom. AIS teachers use the Fountas and Pinnell Leveled Literacy Intervention System for students in Tier II and Foundations intense phonics and reading strategies for students identified as Tier III.

In addition, data gathered through the administration of the Spanish LAB-R indicated that 11 students who tested at the beginning level on LAB-R also tested between 0-6 on the Spanish LAB-R. We identified these 11 students as priority students in the collection of data to determine if scores were indicative of language acquisition or possible developmental learning needs. Of the 11 students we identified, three students had IEP's and were already participating in the ICT class. Of the remaining 8 students, 5 were placed in Tier III to receive intense intervention, and 3 were placed in Tier II based on scores that had been collected through Fountas and Pinnell. These 11 students will be closely monitored. Our goal is to correctly determine language acquisition needs vs. developmental learning needs.

In the end, teachers are coached to use a hypothesis-driven approach when determining whether an ELL has LD. We begin the referral and evaluation process by exploring the hypothesis that the causes of the student's learning difficulties are primarily external factors. When conducting the assessment, we do so with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for learning problems. We maintain this hypothesis until data suggest otherwise and all plausible external factors have been ruled out.

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

In our Dual Language Program our English and Spanish classes sit side-by-side and both a Spanish teacher and an English teacher see approximately 50 students as part of their regular schedule. Both teachers collaborate on all aspects of each child's language development to ensure both English and the target language are considered when making instructional decisions. Teachers plan collaboratively, observing and sharing data. The Dual Language model provides students with high quality instruction in all content areas and helps to strengthen students' native language while acquiring a new language.

Rigorous, Common Core Standards based instruction is delivered in both languages and there is evidence of students' work displayed in each language. Classrooms are print rich and language is clearly identified through the use of color coding. There are classroom libraries in both languages with adequate materials in both Spanish and English classes including learning apps and ebooks.

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?

With a goal of having all students graduate bilingual and biliterate, all students are tested in all areas of the curriculum in both languages. Students receive all benchmark and unit tests in both languages. In addition, they engage in monthly writing and math tasks that are aligned to the Common Core, and alternate monthly between completing the tasks in each language.

Content knowledge and reading skills and strategies for EP students are assessed quarterly through a dialogue with both the Spanish and the English teacher. Analyzing test results from both languages, teachers evaluate the scores to determine content and skills levels that are not biased or indicative of language acquisition needs. Language acquisition for reading, phonemic awareness, sight words and writing are assessed separately by the Spanish teacher and reflect the level of language acquisition in the target language for EP students.

The level of language proficiency in the second language for EP students has not yet been assessed outside of the LAB-R. In January EP students will be evaluated with both the English version of the Fountas and Pinnell leveling system as well as the Fountas and Pinnell Sistema De Evaluacion De La Lectura to evaluate students' reading levels in the target language.

c) N/A

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

8) We will evaluate the success of our Dual Language program by analyzing the year end scores for Fountas and Pinnell, Sistema De Evaluacion De La Lectura, NYSESLAT and math. We will be evaluating both the English scores as well as the Spanish scores for each student. We will evaluate them based on their growth in both math and literacy.

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](#).) Elm Tree Elementary School follows all city and state guidelines. Upon registration with the pupil secretary, the ELL Coordinator and/or a trained pedagogue interview the parent and child and complete the Home Language Identification Survey in their native language. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called. The formal initial assessment is conducted to determine whether or not the student speaks another language, what that language is, and whether or not it is the predominant home language. Within the first 10 days of enrollment the LAB-R and Spanish LAB-R are administered if it is determined that the predominant home language is other than English. Data from the assessments is collected and analyzed to determine if the student is an English Language Learner, and if so, at what performance level have they been designated based on criteria. Based on the test data a formatted city entitlement or non-entitlement letter is then sent to the parent. For the parents of students who qualify for ELL services, the entitlement letter includes a parent orientation date and program options.

At the parent orientation meeting the parent is shown the parent orientation video in their native language and asked to complete

the program selection form. If the parent selects as their first choice a program that the school is not offering, the parent is informed that the program is not available at this time, but we will let the parent know if the desired program opens. We explain that if we find that 15 or more parents on two consecutive grade levels are requesting the program, we will begin the process of opening up a section with said program.

For parents that don't attend the Parents Orientation Meeting, the ELL Coordinator calls to set up an appointment at the parent's earliest convenience to explain and view the parent orientation video and complete the parent choice form. Once all the forms are returned, copies are made. One copy is placed in the students cumulative file, another copy is secured by the ELL coordinator. The school keeps a running record of the parents' selection and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a new program is received.

The person who has been trained and is responsible for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment is Janet Reilly. Janet Reilly has a Common Branch License for grades 1-6 and a Bilingual extension. She currently serves as our ELL Coordinator.

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 10 days of registration, if the student is entitled to ELL services based on the HLIS, parents are invited to an orientation meeting. Parents are shown the orientation video in their native language by a trained pedagogue. If need be, a translator is present during the viewing of the video and the conversation between the parent and the school. All parent questions are addressed and answered to ensure full understanding of the program choices. Afterwards, the parent is asked to choose a program. The trained pedagogue explains the program that the school is offering, and also explains that that parents choices are being monitored (15 families) and we will notify them if/when their program will be offered.
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](#)].)
After a student has been identified as speaking a language other than English, said student is administered the LAB-R. If student scores proficient parents are sent a non-entitlement letter. If student is determined to receive ELL services, parent is sent an entitlement letter including a parent orientation date and program options. At the parent orientation meeting, after the parents watch the parent orientation video, they are asked to fill out the Parent Survey and Program Selection form. Forms are collected and secured in a locked file by the ELL Coordinator. Extensive outreach occurs for any parent who has not attended the parent orientation meeting
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.
Criteria:
Parents watch Parent Orientation Video
Parents ask clarifying questions and receive answers to all questions
Parents request program
Parents are informed of program/s available at Elm Tree Elementary School
If parents do not want the school's available program, they are placed on a waiting list for their program of choice.
The school monitors parent choice requests.
When program requests reach 15 on two grade levels, school will create and open program
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.
Ats identifies all ELL students. As well, the ELL coordinator is aware of all ELL students. We determine how many tests we need based on how many ELL students we have. We then choose dates within the window provided by the Department of Education. The teachers are trained by the ELL coordinator to administer the NYSESLAT. Accommodations are identified and provided for ELL students with IEP's. Students are grouped according to grade and we only have Kindergarten students. Each part of the test is given on a different day. The schedule for administering the test is created prior to the test and teachers and parents are aware that the test will be given. The test is untimed.
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. 

Elm Tree Elementary is a new school and the current trend for our new Kindergarten in program choices is:

123 ELL Students

120 Parent Choice Forms returned

2 ELL students transferred from another school without form in cumulative folder

1 parent did not attend parent orientation meeting after extensive outreach

115 Chose Dual Language

2 Parents chose TBE

3 Parents chose ESL Stand Alone

1 Parent did not fill out form

2 students transferred in as ELL's without form

This data indicates that the trend in program choice this year, our only year was Dual Language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction for ELLs is delivered using a 50/50 model of collaborative Dual Language. The students alternate days of instruction in English and Spanish.

The organizational model that we follow is collaborative. Students follow an AB schedule and receive instruction in Spanish one day, and English the next day.

The program model is a block model that is grade level and heterogeneous. Students travel between the two classes as a group.
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)?

School programming ensures mandated instructional minutes in both English and the target language.

Following an AB model students receive 90 minutes of ELA each day with an additional 50 minutes of small group instruction that is literacy based. Students receive this 140 minutes of ELA or NLA in Spanish and English on alternating days.
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.

Social Studies instruction is delivered by the classroom teachers is both Spanish and English on alternating days. Science, Art and Theatre are clusters and are delivered by English speaking teachers. Science, Art and Theatre are all taught through a hands-on approach enhanced by visual aids to assist our ELL students with content comprehension. In addition, all clusters include vocabulary word walls and content specific libraries.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

With a goal of having all students graduate bilingual and biliterate, all students are tested in all areas of the curriculum in both languages. Students receive all benchmark and unit tests in both languages. In addition, they engage in monthly writing and math tasks that are aligned to the Common Core, and alternate monthly between completing the tasks in each language.

Content knowledge and reading skills and strategies for ELL students are assessed quarterly through a dialogue with both the Spanish and the English teacher. Analyzing test results from both languages, teachers evaluate the scores to determine content and skills levels that are not biased or indicative of language acquisition needs. Language acquisition for reading, phonemic awareness, sight words and writing are assessed separately by the English teacher and reflect the level of language acquisition in English only for ELL students.

In January ELL students will be evaluated with both the English version of the Fountas and Pinnell leveling system as well as the Fountas and Pinnell Sistema De Evaluacion De La Lectura to evaluate students' reading levels in the target language. In addition, ELL students are evaluated in their native language with the on-going use of Estrellita.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Elm Tree Elementary School follows a Balanced Literacy Approach to our Language Instruction. Through a daily schedule of Read Alouds, Write Alouds, Shared Reading, Shared Writing, Guided Reading, Guided Writing and Independent Reading and Writing, students have the opportunity to practice all four modalities of both English and Spanish Acquisition each day.
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).

a) N/A

b) Classroom teachers begin with the LAB-R results to form differentiated instructional groups. Teachers assess daily and collect data from formative and summative assessments as well as running records and daily observations. Student grouping is fluid and changes continually depending upon the skill or content.

c) N/A

d) N/A

e) N/A

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?

ELL-SWD receive the same grade level instruction and content in our Dual Language program as general education students. Through Universal Design for Learning, all students are provided with the necessary modifications for entry point access to all learning opportunities. Through differentiated instruction, all students are grouped and receive instruction based on their level of proficiency.

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?

ELL-SWD participate in an ICT Classroom that is also part of our Dual Language Program. One Spanish speaking Special Education teacher travels with the class between Spanish and English instruction.

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In addition to the RTI program outlined above, 50 minutes of small group intervention instruction is built into each school day. Period 6 is blocked grade-wide and students who are not pulled for RTI receive small group instruction in targeted areas of need.

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

We have not gathered enough data at this point to make that determination.

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

We have not gathered enough data at this point to make that determination

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

We have not gathered enough data at this point to make that determination.

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

Serving only long distance Kindergarten, it was not feasible to offer participation in an afterschool program. In order to provide equal access, we incorporated 100 additional minutes of instructional time into the school week. Students who qualify are offered 100 minutes of AIS per week that is scheduled into the school day.

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

Pearson Reading Streets and its Spanish companion, Calle de la Lectura, both with Smartboard interactive components

Envision math with extensive manipulatives and Smartboard interactive components

Core Curriculum Social Studies curriculum in both Spanish and English

Foundations in English and Estrellita in Spanish

Spanish and English classroom libraries

Foss hands-on Science program

Art and Theatre to build language and allow students to express themselves

Studio in a School provided by a bilingual staff developer

Teachers College Writing Program

Laptops, iPads and eReaders for small group instruction

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

In addition to receiving instruction on alternating days in their native language, our Nurse, Guidance Counselor and our ELL Coordinator provide support throughout the day in their native language. Students are never without a means to express themselves, or placed in a situation where they cannot communicate.

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

Extended Day time was incorporated into the week in order to provide our ELL students with additional time on task without extending the day for our young students who travel to us by bus.

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.

N/A

18. What language electives are offered to ELLs?

N/A

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)?

The target language is used 50% of the time for EP's and ELLs in our Kindergarten

The EPs and ELLs are integrated 100% of the day. Science, Art and Theatre are cluster subjects.

Language is separated by alternating days with either the English or the Spanish teacher.

Our Dual Language model is side-by-side and both languages are taught simultaneously.

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.

As a new school servicing only Kindergarten, all six of our classes are participating in our Dual Language Program, including our ICT class. Professional Development is driven by the needs of our ELL population and includes program support as well as ELL best practices support. Teachers engage in inquiry to analyze student work as well as trends in data collected from both Spanish and English Assessments. As well, support staff engage in English Language Learner training and turnkey to our staff during Professional Development, and teachers have attended Estrellita training to enhance their ability to use the program.

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?

Elm Tree partners with several organizations to provide both workshops and services to our community. We partnered with Cool Culture in order to provide families with the opportunity to visit over 90 museums, zoos and gardens with their families free of charge. We also partnered with CookShop for our students as well as CookShop for Families. CookShop for Families provides workshops for our parents so they are able to build upon what their children learn in school and share cooking and learning experiences at home. In addition, each of our family participants are able to bring home a bag of groceries after each workshop. We also partnered with Studio in a School which provides workshops for parents that are an extension of lessons their children enjoyed in the classroom. Studio in a School also provides parent participants with supplies to take home and enjoy with their family.

Elm Tree partnered with organizations that we determined met the needs of our parents. Our parents travel a long distance to and from our school and we wanted to provide opportunities for them to engage in activities in the home that were an extension of what their children were learning in school. In addition, we wanted to provide whatever materials and opportunities that we could that were free of charge understanding that 96% of our school community is eligible for free or reduced lunch. In addition we conducted a New School Orientation, outreach to successfully create a PTA, and a Fall Celebration for family members. We also purchased Student Agenda books to assist parents in communicating between home and school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01