



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** LEARNERS AND LEADERS  
**DBN (i.e. 01M001):** 24Q305  
**Principal:** LYNN BOTFELD  
**Principal Email:** [LBOTFEL@SCHOOLS.NYC.GOV](mailto:LBOTFEL@SCHOOLS.NYC.GOV)  
**Superintendent:** MADELENE CHAN  
**Network Leader:** DANIELLE GIUNTA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
LYNN BOTFELD	*Principal or Designee	
DEBORAH SHERLOCK	*UFT Chapter Leader or Designee	
JOANNE AGGANLOG	*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	
DOMENICA REILLY	Member/ UFT	
KEYLA CORTEZ	Member/ UFT	
ANTHONY MARCHITELLA	Member/ PARENT	
LUCY SANTANA	Member/ PARENT	
JOAKEMA HOLIDAY	Member/ PARENT	
JOY RODRIGUEZ	Member/ PARENT	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

Grade 2 – By May 2014, 50% (5 out of 10) ELL students who are assessed according to Grade 2 baseline MOSL (TC Running Records) will read at or above Level K/L, which is Performance Level 2 as measured by the MOSL assessment.

### **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.

In Spring 2013, 14 out of 25 of our ELLs/former ELLs did not earn any early grade progress points because they did not score a 2 or higher on the ELA. Since performance, particularly compared to city ranges, is the lowest area on our progress we set this goal towards ELL students reaching proficiency

### **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. small group reading and writing instruction in Ready Gen, as well as other strategies as identified in running records and teachers' conference notes
2. After school program planned by certified ESL teachers designed to support improvements in reading and writing performance of ELL and former ELL students.

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

1. Classroom teachers and ESL teachers will support ELLs in progressing in reading levels

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

1. Administer running records in January and March

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

1. October 2013 teachers began working with targeted students to support progress in reading and writing performance. Teachers will establish schedules for working with ELL students in class and during extended day. Teachers will administer running records to assess baseline, interim and final level of performance

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

1. Literacy block designated to improve student performance. AIS provider will be assigned to struggling students to support reading and writing. ELL students will attend 100 minutes small group instruction during extended day designed to improve performance in reading and writing.. Title 3 funds will be used to support teachers and materials in an after school program focused on thematic literacy 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).

Provide parent workshops with resources for parents to support students in reading

Build in time in the schedule for the after-school program for teachers to meet with parents to discuss student progress (in addition to PT conferences already scheduled).

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #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.

Grade 3 – By April 2014, former ELL students who take the NYS ELA exam will score at or above Level 2

### **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.

In Spring 2013, 14 out of 25 of our ELLs/former ELLs did not earn any early grade progress points because they did not score a 2 or higher on the ELA. Since performance, particularly compared to city ranges, is the lowest area on our progress we set this goal towards ELL students reaching proficiency

**Instructional Strategies/Activities**

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

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

1. Small group reading and writing instruction in Ready Gen, as well as other strategies as identified in running records and teachers' conference notes.

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

1. Classroom teachers and ESL teachers will support ELLs in progressing in reading levels

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

1. Administer running records in January and March

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

1. October 2013 teachers began working with targeted students to support progress in reading and writing performance. Teachers will establish schedules for working with ELL students in class and during extended day. Teachers will administer running records to assess baseline, interim and final level of performance

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

6. Literacy block designated to improve student performance. AIS provider will be assigned to struggling students to support reading and writing. ELL students will attend 100 minutes small group instruction during extended day designed to improve performance in reading and writing.. Title 3 funds will be used to support teachers and materials in an after school program focused on thematic literacy 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).

Provide parent workshops with resources for parents to support students in reading

Build in time in the schedule for the after-school program for teachers to meet with parents to discuss student progress (in addition to PT conferences already scheduled

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

- 1) By June 2014, 35 % of students will move up one performance level on ELA performance assessments through tailored instruction as a result of establishing a system to better evaluate our curricula programs."

**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.

In spring 2013 17% of our students scored at or above Level 3 in ELA. This goal is intended to focus on strengthening students' independent reading skills as well as improve student performance on the NYS ELA exam.

**Instructional Strategies/Activities**

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

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

1. Design and administer CC-aligned assessments
  2. Establishing an assessment plan in ELA
  3. PD on student work analysis protocols
  4. Curriculum mapping and revision based on student work analysis
  5. Establishing a data system to track performance assessment results school-wide
- 2. Key personnel and other resources used to implement each strategy/activity**
1. Classroom teachers, network literacy support specialist,
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Performance based assessments will be administered at the end of each module in the Ready Gen program. Teachers will meet to assess student performance, review unit and lesson plans, and adjust instruction to align with student performance data.
- 4. Timeline for implementation and completion including start and end dates**
1. We will begin using the Ready Gen program October 2013. Beginning January 2014, teacher teams will administer a mid-unit assessment and meet at the mid point of each unit.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6. Literacy blocks will be programmed into each class. Classroom teachers, ESL and AIS providers will be assigned to support students

**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).

Provide parent workshops providing parents with strategies for supporting their children in reading.

Provide parents with information of the reading behaviors students need to master at guided reading levels on each grade.

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

To help parents prepare their children for college, careers & success in life after high school and what they can do to help their child succeed. We will promote deeper parent involvement in cultural outings as a family. The school will suggest events and/or venues for Grade 2 and Grade 3 families to visit, along with packets that both the child and parent can answer. Not only will the child write about what s/he learned, but what the parent learned as well. Maybe make it fun with riddles or clues and incentives when completed. As the year progresses, parent involvement is measured by quality of reports. To the extent possible, events will correlate with current class curriculum.

**Comprehensive Needs Assessment**

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

SLT analysis of our 2012-13 Learning Environment Surveys revealed that 6% of families felt the school does not adequately communicate what parents and students need to do to prepare students for college, career and success after high school. This goal was developed to support families in providing deeper background knowledge and experience in cultural and academic related areas.

**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. Target subgroups including families of ELLs, former-ELLs, SWDs as well as black and Hispanic boys

2. Provide families information about cultural, historical and scientific venues they can visit that will support curriculum
  3. Develop a packet for students and families to complete after visiting venues
  4. Generate a rubric to assess student and families responses that will be shared with families to use as they complete the packet
  5. Provide information for parents on how the suggested activities and work packet supports students in preparation for college and career readiness
- B. Key personnel and other resources used to implement each strategy/activity**
1. Parent coordinator to work with teachers to connect venues with curriculum
  2. Administration will identify a team of teachers to identify venues, create packets, and identify assessment criteria
  3. Principal will designate a small group of parents to preview venues in order to provide additional incentives such as scavenger hunt
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teacher team will use student performance to evaluate the progress, effectiveness and impact of each strategy/activity.
- D. Timeline for implementation and completion including start and end dates**
1. January 2014 – administration to identify teacher, parent coordinator and parents as our Family Involvement Team to oversee this program
  2. January 2014 January – March 2014 – Family Involvement Team to identify grades, establish timeline, identify curricular connections, develop packet and generate assessment criteria
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Administration will designate time for teacher team to meet during school
  2. Administration will allocate funds for teacher team to meet after school
  3. Administration will allocate funding to cover expenses for parent group to preview venues
  4. Teachers and administration will allocate time to recognize and celebrate completed assignments

**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).

During PA meetings and through other means, parent coordinator and parent association president will inform parents of this initiative

Parent coordinator and teacher team will create information packets for families to use

PC and parents will designate recognition/rewards for students and families that complete these packets

PC and teacher team will establish a time-line for beginning, implementing and completing initiative

PC and teacher team will track the number of families who participate or complete the packet

Teacher team will score student responses according to grade level rubric and use the data to determine whether to continue or expand the program next year.

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**2) Strategies/activities that encompass the needs of identified subgroups**

- 1.
- 3) Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5) Timeline for implementation and completion including start and end dates**
- 1.
- 6) 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings Leveled reading instruction Comprehensive literacy kits	Small group instruction – in class, pull out Extended day – 100 minutes	Before, during and after school
<b>Mathematics</b>	Reteaching Go Math Tier 1 and Tier 2 instruction	Small group Extended Day	Before, during and after school
<b>Science</b>	Content based literacy instruction Repeated readings Feedback from rubrics	Small group instruction	During school
<b>Social Studies</b>	Content based literacy instruction Repeated readings Feedback from rubrics	Small group instruction	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling sessions Social groups Goal setting	Small groups 1:1	Before, during and after school

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

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

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

**Title I Status**

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

**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.
100% of our teachers are highly qualified. Professional development and teacher teams are designed to ensure that practice and pedagogy are based on student outcomes. We are successful in recruiting and retaining highly qualified teachers by establishing a positive, supporting culture and climate, as well as providing high levels of differentiated professional development to support improvements in practice. Assignments are determined using a variety of considerations including teachers' strengths, experience on certain grades, need to recognize the connections between grades and teachers' choices.

**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).
With the assistance of Network Instructional Specialists and our Talent Coach, administration has developed a balanced approach to professional development. Teacher teams meet at least twice weekly to collaboratively plan instruction and address challenges. Administration also allocates 3 hours per month on supporting teachers in the ADVANCE initiative, which includes the Danielson Framework and Measures of Student Learning. All professional development from planning to analyzing student work to identifying ongoing and summative assessments in provided using the Danielson Framework and student performance to guide the work. Professional development is also differentiated by grade, specialty and teachers' needs.

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Administration works closely with the parent coordinator and the guidance department to determine the needs of families eligible for funds through Temporary Housing, etc. Based on meetings and discussions with families in need, the PC and guidance recommend how funds should be spent to best support students and families. In addition the school maintains supplies such as book bags, notebooks, pens, pencils, etc. for students whose families cannot afford them.

**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.).
In order to support preschool children from early childhood programs into the elementary school program we have expanded our preK program from 18 to 36 students. This has enabled us to increase the number of students we can prepare for our rigorous CCLS aligned kindergarten and elementary program. We also invite parents with students in local day care programs to tour our school and attend a presentation about our academic program.

**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.
As part of the ADVANCE teacher evaluation system a team of teachers identified assessments that will be administered and used to evaluate teachers. Teachers on each grade and content area actively participate in the use and selection of a variety of ongoing and formative assessments. Professional development is designed to increase teachers' understanding of the characteristics of effective, impactful ongoing assessment through analyzing and exploring Component 3D of the Danielson Framework. As the year progresses, professional development will build on prior work focusing on supporting teachers in effectively using data from assessments to improve instruction. Teachers then work together to develop and share assessment instruments. This year we are also identifying target areas in which we will be using student performance to

evaluate our instructional practices.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

**LEARNERS AND LEADERS**

**PARENT INVOLVEMENT POLICY (PIP)**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

**PUBLIC SCHOOL 305Q**

**LEARNERS AND LEADERS**

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information at least twice a year;
- 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 with 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;
- complying with the school uniform policy
- 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or 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;

## **Student Responsibilities:**

- attend school regularly and arrive on time;
- wear my school uniform and or gym clothes every day;
- eat a healthy breakfast and lunch which are available at school;
- come to school prepared with materials;
- come to school ready to work and learn in collaboration with classmates and peers
- use listening skills throughout the day to follow directions and think deeply about the subjects we are learning;

- use lots of resources to discover/uncover answers to questions-conversations with classmates; and teachers, explorations using classroom materials, technology, references materials, and books;
- show learning and knowledge in different ways such as conversation, dramatization, writing, visual representation (graphs, tables, drawing) technology and other media;
- complete my homework and submit all assignments on time and ask for help when needed;
- read at least 10-30 minutes everyday outside of school 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;
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day;
- 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 <b>24</b>	Borough <b>Queens</b>	School Number <b>305</b>
School Name <b>Learners and Leaders</b>		

### 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 <b>Lynn Botfeld</b>	Assistant Principal <b>Nicholas Bologna</b>
Coach	Coach
ESL Teacher <b>Yasmina Keller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Melissa Marino (ESL)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Michelle Lopez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>415</b>	Total number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>18.80%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0													0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	2		2										6
Pull-out			1											1
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>7</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	14	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	0	0	0	0	0	0	0	0	0	0
ESL	63	0	14	14	0	14	0	0	0	77
Total	63	0	14	14	0	14	0	0	0	77

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	22	10	12										69
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic	1	2		2										5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
<b>TOTAL</b>	28	25	10	14	0	0	0	0	0	0	0	0	0	77

## 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)	1	2	0	3										6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	13	2	6	4										25
Advanced (A)	12	7	6	1										26
Total	26	11	12	8	0	0	0	0	0	0	0	0	0	57

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	6	2	1	0	!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

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

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

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

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

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

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

Learners and Leaders uses sections of Teacher's College, Foundations, and ReadyGen to assess the early literacy skills of our ELL population. The data shows a need for additional support with both rhyme recognition and rhyme generation. It also highlights the need for additional support with letter and sound recognition and initial and final consonant sounds. Using this data we will target our ELL students with double dose Foundations in a small group setting. The Teacher's College Running Records will be used to form guided reading groups and small group strategy lessons. This information has informed our school of the continued need for support with phonetic awareness to help students become lifelong readers and writers. The ReadyGen curriculum is built to address the ELA Common Core Standards and New York City's literacy requirements. ReadyGen promotes student thinking and understanding through citation of text-based evidence. Students write everyday and instruction is closely linked to reading, using the text as a model. Students are assessed with ongoing assessments of checklists and comprehension questions.

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

According to the LAB-R data for our 2012-2013 there are thirteen beginners, zero students who are intermediate, and ten students who are advanced. Our NYSESLAT data shows that four out of thirty-one first-grade ELLs achieved a proficient score. The remainder of the first grade ells are as follow: one beginner, twelve intermediate, and thirteen advanced. In second grade, seven out of seventeen ELLs reached proficiency. The remainder of our second grade ELL proficiency levels are as follow: two beginner, two intermediate, and six advanced. Finally, in third grade thirteen out of twenty-four ells were able to reach proficiency. The remainder of the proficiency levels in second grade are as follow: zero beginner, six intermediate and five advanced. Since the Listening/Speaking and Reading/Writing Modality breakdown report is not yet available, we cannot speak on the results of 2012-2013 NYSESLAT results.

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](#))

Our ELL providers Melissa and Yasmina push-in to service our ELL students during various content areas. The classroom certified ELL teachers such as Maggie in 2<sup>nd</sup> grade also provides ELL support in the self-contained classes. All providers use multiple strategies including visual support and total physical response.

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. Learners and Leaders is currently not participating in a native language program and therefore cannot compare scores.

b. Learners and Leaders is currently not participating in ELL Periodic Assessments.

c. Because of the stated reason above, this question is not applicable.

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](#).)

Learners and Leaders analyses the running records and Teachers College benchmarks for reading levels throughout the year to select English Language learners who need additional supports that can be serviced with Tier II and Tier III Interventions. Natalie Giambra services our SETTS students in a pull out model along with at risk students, including our ELLs. She uses the Leveled Literacy Intervention Program by Fountas and Pinnell and monitors for progress using the Fountas Pinnell Running Records to assess progress every 3-5 weeks. She collaborates with both the ESL Providers and classroom teachers weekly to ensure all instruction is targeted with a specific goal(s). Mrs. Giambra also works with students on math who are struggling based off of their unit assessments and teacher observations.

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

At Learners and Leaders we consider our ELLs when selecting programs and planning for instruction. Learners and Leaders has made its school-wide instructional focus Vocabulary and Language development. English language learners who experience slow vocabulary development are less able to comprehend text at grade level than their English-only peers. Important considerations include taking dvantage of cognates, ensuring that ELLs know the meaning of Tier 2 and Tier 3 words, and providing sufficient review and

reinforcement. Additionally, our Curriculum Maps are designed to allow for multiple entry points for all students, including our ELLs and former ELLs. Classroom teachers and ESL Providers ensure that there are many scaffolds; visual supports, TPR, realia, etc. to support second language development. When necessary teachers and ESL Providers modify lessons and activities to ensure students are able to progress both with content knowledge, academic vocabulary and overall language development.

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

N/A

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

Each year we look at the individual growth of each of our students and reflect on our programs and methods of instruction. As a new school, with five years of data we have seen some of our students test at proficient levels on the NYSESLAT. We will continue to track data to determine the success of our programs and make any changes we find necessary for the success of our ELL population. This year we have made programming changes for our ELL support as explained below.

As our school is growing we have decided to make a more focused effort to address our ELL students. We noticed in order to be in compliance, as well as concentrate our time and efforts with the ELL students and classroom teachers, it would be best to have at least two ELL classes per grade. This includes one general education class with ELL students and one ICT class with the ELL students with IEPs. We also have two self contained special education classrooms with ELL students. This change allows for consistent push in support with reading and writing workshop as well as reading and writing in the content areas. Our NYSESLAT data indicated a need for additional support specifically in reading and writing. Our support is now targeted to ensure that our students will show a greater increase in their NYSESLAT results and all classroom assessments, as well as standardized tests.

Our NYSESLAT results for some students was extremely successful shown by 34 students testing at the proficient level out of 91 students tested, in addition to 83 of our ELL students increasing atleast one level on the NYSESLAT.

Here is our data to support our program changes:

School Year 2013-2014

In kindergarten, we have two ELL classes with Beginner/Intermediate/Advanced ELLs. One kindergarten class with 13 ELLs, and the other with 15 ELLs. In first grade, we have one first grade class with Beginner/Intermediate/Advanced ELLs. (22 ELLs) In addition, in first grade we have an ICT class that has 2 ELLs which will be getting pulled out for ELL services. In second grade, we have two classes that contain ELLs (Class 2-2 has 2 ELLs and Class 2-3 has 6 ELLs) In third grade we have one general education class that contains 6 ELLs, and one ICT class that contains 2 ELLs.

In addition to the classes listed above, our school has two self-contained special education bridge classes: class K12-5 and class 23-4. Class K12-5 has 3 ELLs and Class 23-4 has 5 ELLs.

## 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](#).)  
When parents enroll their children at Learners and Leaders, Yasmina Keller assists in the completion of the HLIS in English and their native language. Yasmina has an informal oral interview in English or Spanish with the parents and reviews each question to

ensure parents accurately answered all questions and answers any questions or concerns the incoming families may have. Parents who require translation in another language the ESL providers utilize the phone Translation Services to complete the oral informal interview and HLIS. A licensed ESL teacher (either Melissa Marino or Yasmina Keller) administers the LAB-R to those students who qualify within the first ten days of school. Yasmina administers the Spanish LAB-R to our Spanish speaking ELLs. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive services based on their Program Selection Form.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
We then set up a Parent Orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. The meeting is held and the parents are provided with an agenda and shown the orientation video in their home language to explain the three program choices. A group discussion is then held to allow ESL teachers to answer all questions and concerns. Yasmina provides Spanish translation and when needed parents who require additional translation support the phone translation services are used with that family and one of the ESL providers. Parents are made aware that all programs are available to their children. After the completion of the program selection form parents who select a program other than ESL are informed that and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. They are offered the opportunity to transfer their child to a school that currently has the program of choice and the ESL providers support the parents decision to transfer their child or wait for the program to be opened in their home school. If there is any further support needed the ESL providers Yasmina Keller and Melissa Marino will meet individually with families to help support their program selections. An additional parent orientation is scheduled for for parents who were unavailable for the original presentation.
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 [\[see tool kit\]](#).)  
We ensure that all students who are tested into ESL by the LAB-R receive entitlement and continued entitlement letters in their home language. ESL teachers produce these letters and distribute them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied and stored in the ESL office and the students cumulative record. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of Michelle Lopez, our parent coordinator, to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.
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.  
We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their requested language. A Parent Orientation is set up and the program selection is made. Once a selection is made, Placement Letters are distributed to the students in their home language. Our Placement Letters are distributed by our ESL providers and placed in take home folders. The ESL providers Yasmina Keller and Melissa Marino then tally the results of the program selection form and ensure all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL team and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records and an additional copy is placed in the students cumulative record.
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.  
Students are organized into testing groups based on grade level and class. The two push-in ESL teachers Yasmina Keller and Melissa Marino carry out testing for students that are not on their servicing roster for speaking. The reading, writing and listening sections are administered by the students ESL provider. To ensure that all students take all parts of the test, we track the students which complete each portion of the test on a spreadsheet containing all ELL names. After all sections are administered to every ESL student the two ESL providers complete all necessary information on the scans and transfer any bubbles from the test booklets. We then work as a team to score the Writing and complete the packaging and deliveries.
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.   
During the 2012-2013 school year 16 kindergarten parents request ESL, 5 kindergarten parents requested Dual Language (4 Spanish and 1 Polish) and 6 kindergarten parents requested Transitional Bilingual (2 Arabic and 4 Spanish).

During the 2013-2014 school year 15 kindergarten parents requested ESL, 11 kindergarten parents requested Dual Language (Spanish) and 3 kindergarten parents requested Transitional Bilingual. (Spanish)

## 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])?

Learners and Leaders uses a Push-In model that allows for collaborative teaching in addition to self-contained ELL classrooms with mixed proficiency levels. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. Where possible there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes.

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)?

Learners and Leaders has three fully licensed ESL providers and one teacher who has completed coursework in ESL who also holds early childhood and special education certification and one teacher who is in process of completing her ESL coursework with a common branch license. These teachers collaborate to meet the mandated number of minutes through push-in scaffolded ESL classroom instruction. During our push-in and co-teaching we work on language through reading and writing. Additionally, three of our ELLs are receiving their full mandated 360 minutes from a combination of two fully certified teachers. One of our teachers has completed her coursework and is in the process of becoming certified.

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.

In our self-contained ELL classrooms, content is delivered with appropriate ELL scaffolds. In math, science, and social studies teachers use realia, videos, and explicit vocabulary instruction to ensure that ELLs are able to access content knowledge. In ELA, our teachers use close readings and questioning to ensure ELL comprehension of read-alouds. To support independent reading and writing skills, teachers use data to isolate specific skills to reinforce and support through small group instruction. In these small groups, the teachers encourage group discussion to give opportunity for students to use content vocabulary and build conversational skills.

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

At Learners and Leaders, all Spanish-speaking students receive the Spanish Lab-R at the time of registration from a licensed ESL teacher who is fluent in Spanish. In regards to our Special Education protocol, all of our ELLs that are being evaluated for support services (i.e.- speech, OT, counseling, etc.), are assessed both in their home language and in English.

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

In reading and writing, teachers use periodic assessments to assess student growth. In reading, we use the Teachers' College running records to assess reading fluency and comprehension. In writing we use on-demand tasks which are assessed using a year-long writing rubric to determine growth in writing.

We assess speaking through re-tell of stories in small groups, and based on our observation will support these students. We assess our students listening skills through the use of questioning and "turn-and-talk" during our daily interactive read-alouds.

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) Given that our school is an early childhood school, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.

c) N/A

d) N/A

e) Students who test proficient on the NYSESLAT continue to be placed into classrooms with ELL supports. Depending on their growth after their first year of testing proficient, they may continue to be placed in an ELL supported class or move into another class setting.

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?

Teachers at Learners and Leaders use a variety of methods to support ELL-SWD through the content areas. This year we have adopted the Pearson ReadyGen Literacy program to help build stronger readers and writers through a lesson structure that develops social studies and science knowledge through grade appropriate texts. Each lesson includes scaffolding strategies that consider diverse learners, including ELLs and ELLs with disabilities. At all grade levels, the lessons begin with explicit modeling of close reading followed by deep interaction with the unit anchor text and shorter supporting pieces of text. As students closely read text with special attention to comprehension and vocabulary, they develop content knowledge and the ability to express their essential understanding and knowledge with evidence from the text both verbally and in writing. To further support content writing and Social Studies content, teachers are using Picturing America. Picturing America is a teaching tool that exposes our students to American History and traditions through art. Finally, our comprehensive implementation of Thinking Maps supports our ELL-SWD by providing a consistent representation of thinking through all contents, including literacy, physical education, etc.

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?

For a number of our ELL-SWDs, they receive ELL services by receiving Social Studies and/or Math instruction from ELL-certified teachers in ELL self-contained classrooms. These teachers use ELL scaffolds including realia, pre-teaching vocabulary, and visual supports to ensure that these IEP students are able to access content. These teachers also use turn-and-talk and small group conversation to help re-inforce new content vocabulary.

**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**

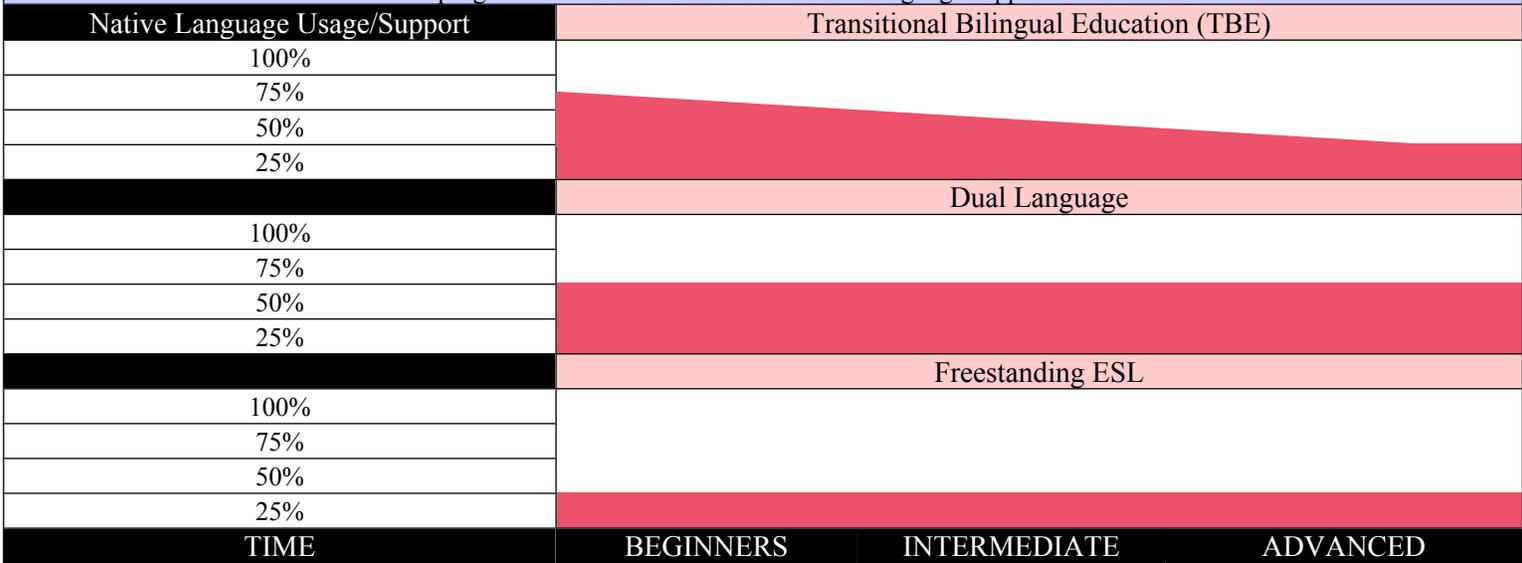
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.

Our targeted intervention programs for ELLs includes a school-wide implementation of Thinking Maps. Thinking maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide consistency for our ELLs and students with special needs. In addition, we have recently purchased the literacy intervention program, Imagine Learning. This program provides personalized literacy intervention for students.

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

ReadyGen meets the needs of our ELLs in both content and language by having teachers achieve the shifts by the NYS Common Core Learning Standards:

a-balancing informational and literary texts

b-Knowledge in the Disciplines (science and social studies topics that meet NYS Standards

c- Staircase of Complexity

d- Text Based Answers; making your case from the text you read; higher level thinking skills

e-Writing to sources, (students are bringing their knowledge from one test to another; substantiating your argument; and writing from/to multiple texts sources

f-Focus on academic vocabulary to arm student for complex text

ReadyGen is based on Scope and Sequence of skills and strategies that are appropriate in phonics, comprehension, and writing.

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

As mentioned previously, we have made our school-wide instructional focus vocabulary and language development. Emphasis will be placed on effective vocabulary development during unit planning, lesson design and instruction. Teachers will monitor students' use and accuracy of the words, and if the understanding is enduring.

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

Learners and Leaders has discontinued membership of Imagine Learning Software. Although the program offered a broad range of skills in both literacy and oral language development, the assessment components did not satisfy student needs. There was insufficient data used when placing students inside the various curriculum strands in the program, such as vocabulary, conversation,

literacy, etc. The data was also not relevant to the instruction and could not be streamlined into the classroom setting.

Furthermore, recurrent technical issues and delays affected the accessibility of the program.

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

Every program in our school is open to all children including our ELLs and Special Education students. We have the YMCA afterschool program and an afterschool NYSELAT Test Prep. We also have family activities on the weekend that invite all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums, and attractions in New York City.

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

The instructional materials that are used to support ELLs include Go Math Differentiation and Intervention Handbook, Houghton-Mifflin Social Studies Program for Grade K-2 (which include lessons designed specifically for ELLs), FOSS Science for Grades K-3.3 and Ready Gen ELL scaffolding guide. These are in addition to the many teacher-created tools, which include of many visual and language supports. We also have SmartBoards and Elmos available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all students to utilize throughout the school day. For native language support, our FOSS Science program has materials available in Spanish for both instruction and assessment. We have also purchased electronic translators for newcomers that offer interpretations in over one hundred languages.

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

Native language support is provided through our newly purchased program Imagine Learning. In this program, teachers have the option of allowing students to hear instructions in both English and their native language. This program is used in our freestanding ESL program, including our push in and self contained classes. Our school does not have dual-language nor a

transitional biligual program. Many of the teachers, paraprofessionals and support staff in Learners and Leaders speak Spanish, which is the main home language of our student population.

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

There are various services and resources available for our ELL students. The ELL teachers Melissa Marino and Yasmina Keller push into classrooms and provide ESL methodologies to support ELLs. Melissa Marino works with ELLs in grades K and 1 and Yasmina Keller works with students from grades 2 and 3. Natalie Giambra the AIS provider also provides support to ELLs with disabilities. All these services correspond with ELLs ages and grade levels. These providers are able to differentiate instruction by analyzing their TC running records. Go math as well as ReadyGen are aligned with the Common Core State Standards and grade appropriate for students. These programs provide scaffolded instruction for ELLs as well as visuals for all students.

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.

ELL parents take part in a parent orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. ELL students meet with an ESL teacher (Melissa Marino or Yasmina Keller) throughout the day to provide ESL instruction using ESL methodology. Melissa Marino meets with grades K and 1 and Yamina meets with grades 2 and 3. These teachers provide engaging activities to provide a risk-free teaching environment for all ELLs. The incoming activities focus on Basic Interpersonal Communication Skills which help the students adapt quickly to their new school and establish bonds with peers. Gradually the shift has a greater emphasis on academic language through work with our curriculum.

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)?

N/A

### C. Professional Development and Support for School Staff

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

1. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including many professional development offered through the Office of English Learners. Our ELL teachers will participate in a two-day workshop on preparing for and unpacking the NYSESLAT exam. We will also be participating in a four day math institute specifically for making math content comprehensible to ELLs. We have an upcoming four-day professional development institute titled Brain Research: Keeping ELLs in Mind which throws light on what neuroscience can teach us about language acquisition.

2. Learners and Leaders has embraced Common Core and understands that professional development aligned to the standards must be offered to teachers in order to properly support ELLs. We are also receiving extensive professional support with ReadyGen by exploring a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards. Training is designed to equip teachers with the tools and practices necessary to meet the expectations and instructional shifts of the new standards to help all students, including ELLs and ELLs with disabilities, become college and career ready.

3. Because we are an early childhood K-3 school, our students do not transition into middle or high school.

4. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we meet the needs of all students. All information learned at any professional development is turn keyed between all of the ELL providers and the classroom teachers. The ELL teachers (Melissa Marino and Yasmina) attend any professional development through the office of ELLs as they wish. For example, the LAP training workshop, and NYSESLAT workshop. Giuvella, our ESL Network Specialist, also provides professional development throughout the school year. Teachers at Learners and Leaders also attend other workshops such as ReadyGen, ELL Math Institute, Foundations, and Brain Research Institute workshops throughout the year. We use a tracking sheet to sum up the hours of professional ELL training we receive throughout the year.

## D. Parental Involvement

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

1. To foster parental involvement in our school we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home and in school support. Specifically, we offer parent workshops in literacy to help our parents build their literacy skills at home. Parents are strongly encouraged to attend field trips. We provide family weekend outings organized by our ESL teachers, to help our families explore and learn about areas outside our community. We hold Art and Craft Saturdays at our school where families can come to our school and participate in an arts activity. Translation is always provided in all of our parent involved activities, either through fluent speakers of Spanish on our staff or through the use of the Department of Education Translation phoneline. Also Learners and Leaders holds game night, movie night and cookshop for families through Foodbank of NY. Learners and Leaders also offers ESL classes for adults which takes place daily in the school building.

2. Learners and Leaders also partners with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The YMCA program provides a free after-school program to all students who register. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLs, to offer information and support to gain access to our Ridgewood community and their support programs. Our school continues to proudly offer to all members of our community an adult ESL program. This program is offered through the NYCDOE Office of Adult Education.

3. We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and parent meeting with parents of ELLs. The classroom teachers also communicate with both the parents the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide an evening for parents to visit our classrooms and learn about our programs. This evening is specifically for the classroom teachers as well as out of classroom teachers to discuss the school's programs and support. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phoneline. At Learners and Leaders we feel strong ties between school and home is an essential component to students' success. Parents receive weekly newsletters keeping them updated on skills and content being taught in the school. They are encouraged to provide feedback, questions and concerns to school staff.

We also analyze the results of our Environmental Surveys to evaluate our effectiveness on addressing the concerns of our parents.

In the 2012-2013 Environmental Survey, an overwhelming percentage of parents felt satisfied with how Learners and Leaders:

Keeps parents informed about their child's academic progress. (97%)

Keeps parents informed about what their child is learning. (98%)

Keeps parents informed about services for their child, such as tutoring, after-school programs, or workshops at school. (96%)

Communicates with parents in a language that they can understand. (98%)

4. Our parents involvement activities are aimed to addressing the needs of our parents. In order to keep an active parental presence in our school, we host Meet the Teacher night for both classroom teachers and out-of-classroom staff. Additionally, each teacher is also part of a math, science, reading, writing, or social studies content team. Each content team is responsible for hosting one school-wide parent event that is both aligned to grade-specific instruction and celebrates student learning.

### **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: Learners and Leaders**

**School DBN: 24Q305**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynn Botfeld	Principal		1/1/01
Nicholas A. Bologna	Assistant Principal		1/1/01
Michelle Lopez	Parent Coordinator		1/1/01
Yasmina Keller	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
Melissa Marino	Other <u>ESL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 24Q School Name: Learners and Leaders P.S. 305

Cluster: 207 Network: Children First Network

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

### **Part A: Needs Assessment Findings**

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

PS 305 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 414 students with a home language breakdown consisting of 44 % English, 43% Spanish, 2% Polish, 8% Arabic, and 3 % of our students having languages of Croatian, Malayalam, Urdu, and Ukrainian. In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes the ATS, Home language Survey, Office Staff registering students, Teachers, Parent Coordinator and School Nurse.

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

We found that more than half of the parents who do not speak English as their dominant home language, as identified by their Home Language Identification Survey, need translation and interpretation support to read or speak in English. The findings indicate that the school needs to translate all documents from English to Spanish, since we have 43% of our families who speak Spanish as their dominant home language. The teachers of students with a language other than Spanish have been made aware of the DOE translation and interpretation services and use this service when necessary. All teachers and parents have also been made aware that interpreters are available for meetings and conferences.

## Part B: Strategies and Activities

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

In order to meet the needs of our students and parents as identified in Part A, all school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in Spanish. Both the English and Spanish document will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by the Principal to ensure materials are distributed in a timely manner.

For our students and parents who speak/read a language other than English and Spanish we will offer translation services for all documents by attaching in their native language a document that states "To obtain a translation of this document in (language) please see a staff member."

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

Oral interpretation in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parent/teachers requested by either the parent or teacher to insure that parents receive and understand important information about their child's educational needs. This oral interpretation will be provided by in-house school staff. In the event that a staff member is not available, the DOE Translation Unit will be contacted on a timely basis to request their services.

For students from homes where another language is spoken (other than English or Spanish), classroom teachers work with the parents to explain all important messages about upcoming events, curriculum, etc. Typically, classroom teachers use the DOE over-the-phone translation services or parents volunteers to assist in communicating these important messages.

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

Learners and Leaders will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the Main Entrance of the school in all languages provided by the DOE Translation and Interpretation Unit support materials. The posted signs will explain to the parents the availability of translation services that will be provided by the DOE.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 305	DBN: 24Q305
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 89 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This year, Learners and Leaders will have a fifteen week after school program to prepare our students for the NYSESLAT and all of our students' literacy goals in reading, writing, listening and speaking. The program will begin in early December and will be completed in May prior to the NYSESLAT. For the first ten weeks of the program, we will be working in small groups using data from the school day and the previous years NYSESLAT test scores to guide our instructional goals. For the remaining five weeks of the program we will continue our small group work and begin test prep as well. Students will become familiar with the format of the test and the rubrics used to grade their work.

We have decided that Kindergarten students will receive instruction one day a week for 1.5 hours and Grades 1, 2 and 3 will receive instruction two days a week, each day for 1.5 hours totaling 3 hours. Students will be grouped based on their academic needs. This year is the first year we have included third grade in our Title III program. We have noticed that even with the test prep offered for the State Exams to all of our third grade students our ELLs still require additional supports. Since all of our ELL students are in the ESL Program, instruction will be given in English.

The program will consist of a thematic unit of study in a high interest topic (Oceans, Rainforest, Plants). We have decided to create these units of study to build background knowledge and schema while supporting nonfiction literacy. With the emphasis on non-fiction literature in the Common Core Standards we felt this important to incorporate into our Title III Program for ELLs. The materials we will be using are literature from leveled libraries, videos tied to our theme, poems and songs, Foundations, books on cd, NYSESLAT Test Prep workbooks and other resources and realia that support early literacy development. Our students will also use our new Imagine Learning program, which can be used in both English and the home language. This program will help track the students progress. There will be six teachers involved in this program and three are ELL licensed. The teachers who are not ELL certified will receive training and coteach with our three ELL certified teachers (Melissa Delmonte, Kathlyn Clark, and Margaret Padua).

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

The three ELL- licensed providers (Melissa Delmonte, Kathlyn Clark, and Margaret Padua) will be training the other three Title III Program teachers prior to and during the fifteen week program. We will meet initially to review the goals of both the program and explain the NYSESLAT exam. Topics that will be covered are the components of the NYSESLAT test, rubrics used when grading them, skills to focus on based on their group's current data from both their classroom teacher and their previous years NYSESLAT scores. The ELL providers will also lead the planning of the unit of study. Melissa Delmonte will lead the training and planning for grades K and 1, Margaret Padua will lead the training and planning for grade 2 and Kathlyn Clark will lead the training and planning for grade 3.

### Part D: Parental Engagement Activities

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

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

Begin description here:

To invite the students to participate in the program the parents of ELLs will receive notification in English as well as translated in their native language. The three ELL providers will also work together to plan parent workshops to share with the parents the goals of the program. We will hold separate workshops for families of Kindergarten, Grade 1, Grade 2, and Grade 3. Workshops will be held prior to the program start date to answer any questions and share the topic of the thematic unit to be explored. Just like the professional development with the teachers, we will review with parents the goals for their children for reading, writing, listening and speaking. We will offer strategies for the parents to assist them when working on these goals at home. The parent workshops will have a translator and materials will be available in English and their native language.

We also have an Arts and Crafts Saturday program throughout the school year, where all students are invited to join us with a family member to complete craft activities. The activities are used to help build vocabulary and language. Teachers volunteer to come support the children and their families in completing the projects. We always have an amazing turn out. Pizza and refreshments are served for lunch after the craft activities are completed. The students and families enjoy engaging in conversation

**Part D: Parental Engagement Activities**

with the staff while completing a fun hands on project.

**Part E: Budget**

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

Allocation Amount: \$

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