



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** LUCERO ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 09X311

**Principal:** KATTIA CUBA

**Principal Email:** KCUBA2@SCHOOLS.NYC.GOV

**Superintendent:** DOLORES ESPOSITO

**Network Leader:** MARIA QUAIL

**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
Kattia Cuba	*Principal or Designee	
Camille Corniel	*UFT Chapter Leader or Designee	
Stephanie DeJesus	*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	
Felicia Rivera	Member/ SLT School Secretary Chairperson	
Jazmine Henriquez	Member/ SLT Parent	
Artemia Hernandez	Member/ SLT Parent	
Janet Allen	Member/ SLT Teacher	
Cristina Muia	Member/ SLT Teacher	
Ma Rosa Salazar	Member/ SLT Parent	
Santa Rodriguez	Member/ SLT 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.

By June 2014, at least 30% of all students will read on or above grade level based on the DRA2.

### Comprehensive Needs Assessment

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

As a new school, we will align curriculum and assessment to the Common Core Learning Standards (CCLS), as mandated by the NYCDOE Citywide Expectations. We are working towards a data driven instruction to more effectively meet students learning needs. The data that we collect and analyze as a school will help us demonstrate at least one year's growth by our students. We will use the DRA2 Reading Assessment as the primary reading tool to determine proficiency in fluency and comprehension throughout the year. September 2013 DRA2 data show that 96% of students are reading at DRA2 Level 1. Data from Measures of Student Learning (MoSL) "NYC Performance Task Assessments in ELA" show that 98% of our students are writing at a Level 1. As most of our students transferred to our new school from PS 64, which is the phase-out school, we predicted that many students would be in need of intensive literacy support to achieve on- or above-grade-level literacy skills, and our baseline literacy data confirms this prediction.

In support of the NYCDOE's Citywide Instructional Expectations, we will move students towards meeting higher standards through experiencing rigorous instruction. We will also create systems to look for evidence of growth and gaps and make adjustments throughout the school year. Our instructional focus will center on using assessing and advancing questions. Based on learning goals, teachers will identify possible interpretations of text and anticipated challenges to plan carefully sequenced text-dependent questions that both check and deepen students' understanding of new content/text.

### 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. Teachers will meet once a week for common planning to review curriculum, standards, develop rubrics, and create goals for their students aligned to the CCLS, and modify instruction based on their students' needs as indicated by performance data. All classroom teachers will meet weekly by grade for 90-135 minutes.
2. Teachers will track and monitor student progress using classroom data (i.e. exit tickets, performance tasks, classwork to differentiate instruction and meet students identified needs.
3. Teachers will assess students' reading levels using DRA2 assessments. Three assessments (Fall, Winter, Spring) will be administered to all students. Two additional assessments will be administered to at-risk students.
4. A Reading Recovery teacher will work at the RtI Tier III level to target 1<sup>st</sup> grade students who are at-risk for a period of 30 minutes each, five times per week.
5. Teachers will chart students' reading and writing growth and submit charts to principal and data specialist for analysis, a minimum of 3 times per year for DRA2 data and a minimum of 6 times for writing performance task data.
6. Principal will conduct formal and informal instructional visitations, using the Teacher Effectiveness Danielson rubric and provide meaningful and timely feedback to teachers.

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

1. Grade leaders will facilitate common planning meetings. Literacy Coach and Network ELA Liaisons will facilitate additional professional development workshops for teachers covering topics such as curriculum mapping, reading and writing strategies, instructional strategies, and assessment.
2. Data Specialist will facilitate Professional Development for teachers to understand how to collect, log, and analyze data. In addition, the Data Coach will collaborate with the Literacy Coach to support teachers in setting goals and differentiating instruction based on the data gleaned.
3. Out of the classroom teachers will support classroom teachers in administering the collection of data that will ultimately be analyzed.
4. The Reading Recovery teacher will work with support staff from the NYU Reading Recovery Program to learn about best practices for implementing the program at our school.
5. Technology tools purchased through School in Need of Improvement Grant (SIG Grant) will support teachers in collecting, analyzing, and printing data. The data specialist will provide support to teachers in analyzing data.
6. Principal will participate in professional development sessions, support the facilitation process, and ensure that goals and objectives are being met. She will use the Teacher Effectiveness rubric as the framework for evaluating teachers.

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. A wikispace has been developed for teachers and Literacy Coach to upload curriculum plans.</li> <li>2. The development of pre and post-performance tasks and the data charts will be used to analyze growth.</li> <li>3. Data for reading assessment showing growth per assessment period for DRA2</li> <li>4. Data for progress made on reading through reading recovery will be tracked.</li> <li>5. Submission of reading and writing data by teachers and the growth graphs will track improvements made by students.</li> <li>6. Teacher Effectiveness rubrics on Advance will monitor teacher effectiveness.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.</li> <li>2. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.</li> <li>3. Implementation will begin September 9, 2013. Implementation will be in the Fall, Winter, and Spring. Our goal will be met by June 2014.</li> <li>4. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.</li> <li>5. Implementation will begin September 9, 2013. Implementation will be in the Fall, Winter, and Spring. Our goal will be met by June 2014.</li> <li>6. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Ready Gen will be used as a resource to be supplemented by Voices (Zaner-Bloser) and adapted by teacher teams. Time will be allotted into the weekly schedule for teachers to meet once per week as a grade, and 2 times per week for professional development to support development of instructional practices.</li> <li>2. Teachers will use the DRA2 kits to monitor student progress three times per week.</li> <li>3. Out of the classroom teachers will be scheduled to work with a class to provide support during the administration periods of the DRA2.</li> <li>4. We will partner with NYU for a Reading Recovery grant to provide our students with Reading Recovery services.</li> <li>5. Teachers will be provided with technology tools (i.e. desktops, printers) to support the work of uploading and analyzing data.</li> <li>6. The principal will create a schedule to formally and informally observe teachers utilizing the Teacher's Effectiveness Rubric throughout the year.</li> </ol>

**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).
All families will receive monthly newsletters, information on the school website, and parent meetings—parent workshops, Coffee Hour with the Principal—to receive information about Common Core Learning Standards for Literacy. In school communication with parents, parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly PTA meetings, School Leadership Team meetings, and parent workshops to learn about the home-school connections they can make to ensure academic and socio-emotional success. Our Community Worker will maintain ongoing communication with parents through monthly calendars, the lucero311.org website, collaboration with the PTA, monthly Coffee with the Principal sessions, and weekly Community Circle events. We will use School Improvement Grant (SIG) funding to provide workshops for parents throughout the year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
School Improvement Grant (SIG Grant)											

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, at least 30% of students will achieve at least a level 3 in math as evidenced by benchmark (Baseline, Midline, Endline) assessments aligned with CCLS.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a new school, we will align curriculum and assessment to the Common Core Learning Standards (CCLS), as mandated by the NYCDOE Citywide Expectations. We are working towards a data driven instruction to more effectively meet students learning needs. The data that we collect and analyze as a school will help us

demonstrate at least one year's growth by our students.

We will use baseline, midline, and end-line math performance exams along with unit assessments and performance tasks to determine the level of proficiency and growth made by our students. In addition, we will use the data to make instructional decisions. The September 2013 Discovery Math MoSL assessment and the Baseline Performance task show that 94% of students are performing in math at an average of Level 1 proficiency level across grades. As most of our students transferred to our new school from PS 64, which is the phase-out school, we predicted that many students would be in need of intensive literacy support to achieve on- or above-grade-level literacy skills, and our baseline literacy data confirms this prediction.

In support of the NYCDOE's Citywide Instructional Expectations, we will move students towards meeting higher standards through experiencing rigorous instruction. We will also create systems to look for evidence of growth and gaps and make adjustments throughout the school year. Our instructional focus will center on using assessing and advancing questions. Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan questions that both check and deepen students' understanding of challenging instructional tasks.

### ***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. Classroom teachers will use higher order questions, using Webb's Depth of Knowledge and Karen Hess' Cognitive Rigor Matrix and incorporate these into lesson plans and instruction on a daily basis.
2. Extended Day and Rtl will be used to address at-risk students. Rtl cycles will last 6 weeks, at which point data will be reviewed to determine if goals have been met. Students will then either join a new group, based on need for an additional 6 weeks, and so forth throughout the year. At-risk students will be identified through Performance Task data in Math.
3. Formative assessments will be administered at the end of every chapter.
4. Pre and post math performance task will be administered and monitored through rubrics at the end of each chapter.
5. Teachers will receive PD from our math AUSSIE consultant 1-2 times per month. The focus of the visits will be on modeling best practices in instruction aligned to the CCLS.

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

1. The Math Facilitator and Consultant will provide Professional Development to teachers on DOK topics Math Consultant and Network Math Liaisons will facilitate professional development workshops for teachers covering topics such as curriculum mapping, math fluency and content, instructional strategies, and assessment. Principal will participate in professional development sessions, support the facilitation process, and ensure that goals and objectives are being met.
2. Out of the classroom teachers will push into classrooms to provide Rtl instruction to at risk students using the Fountas and Pinnell Level Library Intervention Kits.
3. The Math Facilitator will support teachers in accessing in Go Math formative assessments at the end of every chapter.
4. Data Specialist will facilitate Professional Development for teachers to understand how to collect, log, and analyze data. In addition, the Data Coach will collaborate with the Math Consultant to support teachers in setting goals and differentiating instruction based on the data gleaned.
5. Rob Irwin, Math AUSSIE will support teachers with their instruction through modeling and PD.

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

1. Teacher lesson plans will demonstrate that higher order thinking questions are being incorporated.
2. Extended Day and Rtl Planning sheets will monitor areas of instructional focus for at-risk students.
3. Math posters for each unit will articulate assessment and CCLS standards to be administered by the end of each chapter.
4. Completed rubrics and other assessment data will be used as evidence of monitoring student learning.
5. Teachers will demonstrate growth on Domain 1 & 3 of the Teacher's Effectiveness Rubric.

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

1. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.
2. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process every 6 weeks until June 2014 and that our goal will be met by June 2014
3. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014
4. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014
5. Implementation will begin September 9, 2013. It is expected that implementation is on-going 1 or 2 times per month until June 2014, year-long process and that our

goal will be met by June 2014

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

1. We will use Webb's Depth of Knowledge, and Karen Hess's Cognitive Rigor Matrix. Teacher lesson plans will be used as resources. We will use the NYCDOE Math Core Curriculum program: Go Math.
2. Out of the classroom teachers will push in to Rtl classrooms Tuesday, Wednesday, and Thursday for 40 minutes each day.
3. Teachers will use unit assessments from Go Math to assess student performance.
4. Teachers will use NYCDOE performance tasks in addition to unit assessments.
5. We will partner with a math AUSSIE consultant to provide modeling and PD for teachers. PD will be provided through School Improvement Grant (SIG) funds to provide teachers with PD on the Teacher Effectiveness rubric (Domains 1-4) so that they understand the expectations in teaching 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).

All families will receive monthly newsletters, information on the school website, and parent meetings—parent workshops, Coffee Hour with the Principal—to receive information about Common Core Learning Standards for Literacy. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly PTA meetings, School Leadership Team meetings, and parent workshops to learn about the home-school connections they can make to ensure academic and socio-emotional success. Our Community Worker will maintain ongoing communication with parents and will provide a monthly calendar to parents. We will use School Improvement Grant (SIG) funding to provide workshops for parents throughout the 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	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.									
School Improvement Grant (SIG Grant)									

**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.

To improve teacher effectiveness, administrators and teachers will engage in periodic data meetings to monitor and ensure effective teaching practices. By June 2014, 100% of teachers will meet with the administration at least 3 times one-to-one to analyze and discuss student data in ELA and Math and to set instructional goals using this data using a research-based, CCLS-aligned instructional rubric as the lens.

**Comprehensive Needs Assessment**

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

As a new school, we realize that it is critical that teachers have formal conversations with the Principal. Thus, in alignment to the NYCDOE Citywide Expectations, we will create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments. The data that we have collected thus far has been through teacher observations and review of lesson plans. In addition, a majority of the staff are newly graduated teachers entering the DOE for the first year. This information informs that teachers need support and guidance in analyzing data to make an impact on instruction and instructional plans.

**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. The Principal will schedule time to meet with each teacher 3 times per week. The Principal will schedule time in the day every week for professional development workshops, creating opportunities for teachers to meet and discuss and analyze data. Teachers will receive in house PD 2 times per week for a period of 45 minutes each. Teachers will participate in PD's according to grade level or by need, as identified through Danielson rubric data.
2. A timeline of PD topics related to data meetings will be created and distributed to teachers.
3. During common planning time, once per week, teachers will share student data.

4. Support—through professional development opportunities, mentoring, one-on-one time with coach, support through the Math AUSSI— will be provided to teachers to assist them in implementing a variety of strategies related to the needs of each student, as gleaned through data.
5. Teachers will collaborate with veteran teachers on different approaches for instructional strategies.

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

1. Principal will create a schedule to meet with teachers at least 3 times per year. The Principal will ensure that there is sufficient time allotted through preps or additional coverage to discuss data and instructional goals in a thoughtful and purposeful manner.
2. The Principal, Literacy Coacher, and Math facilitator will draft a year-long professional development schedule including data related topics by the end of September 2013.
3. Grade Team Leaders will facilitate discussions about data Grade Teams.
4. Data Coach will help to devise systems for collecting data. Literacy Coach, Math Consultant, Data Specialist, and Principal will facilitate professional development workshops for teachers covering topics on assessment. Professional Development for teachers will include how to collect, log, and analyze data. In addition, the Data Coach will collaborate with the Literacy Coach, Bilingual Coordinator, and Math Consultant to support teachers in setting goals and differentiating instruction based on the data gleaned.
5. New teachers will be partnered with a veteran teacher from September 2013 – June 2014.

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

1. PD schedule will be used as evidence that we are providing time for meetings.
2. The drafted year-long professional development plan will be compared to month to month professional development agendas and sign in sheets to verify implementation and participation. Common planning time will be established in the flow of the day by grade so teachers can meet at the same time and meet with administrators to discuss data.
3. Notes on data collection and steps for implementing information gleaned will be collected as artifacts that teachers are using data to make instructional decisions.
4. Literacy Coach, Math Consultant, and Network support staff will provide PD opportunities throughout the year, and will be evidenced through agendas and sign-ins.
5. New teachers have been partnered with a mentor for ongoing support throughout the year. Mentor logs will serve as an evaluation tool.

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

1. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process 2 times a week for 45 minutes each and that our goal will be met by June 2014.
2. Implementation will be completed by the end of September 2013.
3. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per week for 45 minutes each and that our goal will be met by June 2014.
4. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process 2 times per week each and that our goal will be met by June 2014
5. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process 2 times per week week for 45 minutes each and that our goal will be met by June 2014

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

1. The Danielson Teacher Effectiveness rubric will be used as the lens through which to measure teacher effectiveness, in particular as it is related to assessment and data analysis for instructional development.
2. The Principal, Literacy Coach, and Math Consultant Facilitator will review of yearlong professional development. Teachers will be given access to iPads to collect student data on an ongoing basis.
3. Teachers will be provided with excel charts to collect and review data.
4. Math AUSSIE will be factored in the largest to support this initiative.
5. The NYCDOE mentor database will be used to log mentoring hours.

**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).

All families will receive monthly newsletters, information on the school website, and parent meetings—parent workshops, Coffee Hour with the Principal—to receive information about Common Core Learning Standards for Literacy. Parents are encouraged to visit their child's classroom and communicate with their teachers around progress. Parents are invited to attend monthly PTA meetings, School Leadership Team meetings, and parent workshops to learn about the home-school connections they can make to ensure academic and socio-emotional success. Our Community Worker will maintain ongoing communication with parents and will provide a monthly

calendar to parents. We will use School Improvement Grant (SIG) funding to provide workshops for parents throughout the year.

**Budget and Resource Alignment**

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

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

School Improvement Grant (SIG Grant)

**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.

A Curriculum Committee will adapt the K-2 literacy curriculum to Dual Language curriculum with units that are CCLS aligned. By June 2014, all units for kindergarten-Grade 2 classes will include performance tasks adapted in Spanish.

**Comprehensive Needs Assessment**

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

As a new school, we house 6 classrooms (2 classes in each grade between Kindergarten and 2<sup>nd</sup> Grade). In Grade K, there is one Dual Language classroom. In Grade 1, there is one Dual Language classroom and one ICT Dual Language classroom. In Grade 2, there is one ICT Dual Language classroom. In addition, 57% of our students are ELLs. Thus, it is critical that the curriculum materials and resources become available in Spanish, as well as in English. Our efforts are aligned to the NYCDOE's Citywide Instructional Expectations, as we will work throughout the year to continue to ensure that school time is used strategically. The school schedule will provide ELL students and English speaking dominant students in Dual Language classrooms with language support based on the Dual Language model per grade. In Grade K, the model is 80/20 (80% instruction in Spanish, 20% instruction in English). In Grade 1 and 2, the Dual Language model is 50/50 (50% instruction in Spanish, 50% instruction in English).

**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. The curriculum planning team will meet monthly to adapt ELA units to support Dual Language classrooms.
2. Resources for Dual Language classrooms will be shared and accessible through Wikispaces on an on-going basis.
3. The Literacy Coach and Bilingual Coordinator will work to develop a bilingual library for classrooms.
4. The Estrellita phonics program will be used and incorporated as part of the weekly instruction for Dual Language classrooms.
5. Performance Tasks will be translated by the on-site Language Translation Coordinator and shared through the Wikispace. Adapted curriculum maps, using ReadyGen as the main instructional resource, will be posted on the Wikispace.
6. Science and Social Studies curriculum will be available in both Spanish and English. This way, the Science/Social Studies teacher will be able to follow the Dual Language language-of-the-day along with the classroom teacher so that the content area is offered in both languages.
7. Network bilingual support specialists will provide PD to Dual Language teachers, alongside the Literacy Coach and Bilingual Coordinator, throughout the year, at least 3 times per year.

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

1. Literacy Coach, Bilingual Coordinator, and Network Bilingual Liaisons will meet monthly to cover topics such as curriculum mapping, reading and writing strategies, instructional strategies, and assessments related to ELLs in Dual Language classrooms.
2. The Principal and Literacy Coach will create a Wikispace to store ELA curriculum maps and Performance Tasks
3. The Literacy Coach and Bilingual coordinator will contact various book vendors for book lists and quotes.
4. The Office of ELLs will provide pilot Estrellita kits and training to all Dual Language teachers and the Bilingual Coordinator.
5. The Language Translation Coordinator will translate curriculum materials and performance tasks with guidance from the Literacy Coach.
6. Foss Kit Science material and Social Studies trade book will be ordered in English and Spanish through the NYDOE Core Curriculum order.
7. The network bilingual support specialist will develop a professional plan with the Principal to reflect professional development for teacher areas of need to support ell.

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

1. Agendas, sign in sheets, and attendance at meetings will demonstrate participation of committee members.
2. A Wikispace will be used to store units for teachers to access.
3. Purchase orders will demonstrate that bilingual libraries will be purchased and added to the existing resources.
4. PD sign-ins for attendance at Estrellita workshops will demonstrate participation.
5. Performance Tasks will be created and scored.
6. A curriculum map in science and social studies will reflect support in both English and Spanish.
7. The Professional Development Plan designed by the Principal and Network Bilingual Specialist, teacher sign ins and agendas will serve to verify implantation, or whether or not our goal was achieved.

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

1. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per month and that our goal will be met by June 2014.
2. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long and that our goal will be met by June 2014. The Wikispace will be uploaded for use by the end of September 2013.
3. This activity will be implemented by the end of January 2014.
4. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014. Training will take place in October and November 2013.
5. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process following the ELA Unit Calendar and that our goal will be met by June 2014.
6. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.
7. Implementation will occur 3 times per year in January, February, and March 2014.

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

1. The resources that will be used as the basis of the units will be Ready Gen and Voices (Zaner-Bloser).
2. Sig Grant Funds will be used to purchase technology equipment to create Wikispace.
3. Tax Levy OTPS funds will be used to purchase libraries.
4. The Office of ELLs will provide Estrellita Program Kits at no cost. Time will be factored in our school’s schedule to include the Estrellita Program into the flow of the day.
5. The Language Translation Coordinator will use technology equipment funded through SIG Grant to translate materials.
6. The Flow of the Day will include time allocated for instruction in Spanish and instruction in English.
7. The Network Bilingual Liaison will provide guidance and support to teachers and coaches

**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).

All families will receive monthly newsletters, information on the school website, and parent meetings—parent workshops, Coffee Hour with the Principal—to receive information about Common Core Learning Standards for Literacy. Parents are encouraged to visit their child’s classroom and communicate with their teachers around progress. Parents are invited to attend monthly PTA meetings, School Leadership Team meetings, and parent workshops to learn about the home-school connections they can make to ensure academic and socio-emotional success. Our Community Worker will maintain ongoing communication with parents and will provide a monthly calendar to parents. We will use School Improvement Grant (SIG) funding to provide workshops for parents throughout the 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	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.									
School Improvement Grant (SIG Grant)									

**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.

To increase student attendance. By June 2014, we will demonstrate a 92% student attendance rate.

### **Comprehensive Needs Assessment**

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

As a new school, it is important to ensure that students are in school every day to close the achievement gap and to foster positive thoughts about school. We have been monitoring our school-wide data and have found that the average attendance rate for the month of September 2013 was 90%. Thus, it has become a goal to ensure that we raise this attendance pattern. Other data that we have collected is from parents and the on-site Montefiore clinic to determine causes for absences. With the support of our Network Attendance Support staff, we have been able to locate students who were identified as "No Shows" due to moving to a new school zone. We have also contacted parents to inform them of our attendance policies.

### **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. Distribution of monthly 100% individual student attendance and daily class-wide attendance certificates and celebrations for perfect attendance.
2. Congratulation letters to parents for having a child with 100% perfect attendance at the end of each month will be distributed.
3. Students will be highlighted on the Monthly Attendance Bulletin Board by class.
4. *Banquet with the Lucero Team* event for students who demonstrate year-long perfect attendance.
5. Weekly Attendance Committee meetings will serve to identify attendance patterns, to determine which students have irregular attendance, to mobilize staff for reaching out to parents of students with irregular attendance, and to identify strategies for promoting positive attendance. Community Associate will coordinate daily outreach and communication; contacting parents to reinforce importance of attendance through calls, home visits, and letters home.
6. Community Associate will coordinate the maintenance of accurate attendance records. A family newsletter and school website will promote and provide information on attendance on a monthly basis.
7. Parent initiatives such as recognition during PTA meetings and Breakfast with the Principal will be opportunities to promote positive attendance patterns.
8. Montefiore Clinic will treat students on-site so students do not miss school when they are ill. Montefiore staff, in conjunction with the DOE Department of Health will coordinate a Parent Workshop that communicates the importance of school attendance and to educate parents on health related topics so that students are in attendance regularly.

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

1. The Community Worker will make a monthly list of students with perfect attendance and a daily list of classes with 100% attendance for distribution of certificates.
2. The Community Worker will distribute congratulation letters to parents with children who have monthly perfect attendance.
3. The School Aides will prepare monthly bulletin boards honoring students with perfect attendance.
4. The Community Worker will coordinate Banquet with Lucero Team event for student and families with year -long perfect attendance
5. The Community Worker will partner with the Network Attendance Support staff to identify absences and divide these by frequency. They will create protocol for communicating with families, depending upon the level of frequency of student absences. For example, a phone call would be the least severe contact type, and a home visit would be most severe.
6. The Community worker will maintain attendance records, create newsletter, and promote positive attendance on school website.
7. The Principal, Community Worker, and PT President, will promote positive attendance practices at PTA Meeting, Coffee with the Principal, and all school wide events.
8. The Montefiore Clinic staff will provide PD to parents on keeping children healthy and in-school even when they feel "under the weather", as Montefiore's on-site clinic provides a health exam and paid prescription

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

1. Attendance reports and student honorary list will demonstrate implantation of this activity.
2. Copies of letters will be kept on file to demonstrate implementation of this activity.
3. Photographs of monthly bulletin boards will be kept on file will demonstrate implantation of this activity.
4. Invitation to Banquet with Lucero Team and list of student with yearlong 100% attendance will demonstrate implantation of this activity.
5. Daily, weekly, and monthly data reports will be monitored.
6. The publication of a family newsletter and school website with attendance information will be evidence that the school promotes positive attendance.
7. Parent sigh ins and agendas Daily, weekly, and monthly data reports will be monitored.

8. Parent sign ins and agendas Daily, weekly, and monthly data reports will be monitored.

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

1. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per month and that our goal will be met by June 2014.
2. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per month and that our goal will be met by June 2014.
3. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per month and that our goal will be met by June 2014.
4. Implementation will occur at the end of May 2014
5. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process including weekly meetings and that our goal will be met by June 2014.
6. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014.
7. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process once per month and that our goal will be met by June 2014.
8. Implementation will begin September 9, 2013. It is expected that implementation is on-going, year-long process and that our goal will be met by June 2014. Professional Development by Montefiore Clinic staff will occur 2 times per year.

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

1. We will design attendance certificates that reflect the school culture for monthly distribution for 100% attendance and daily class-wide 100% attendance. The Community Worker will be hired to coordinate attendance related activities.
2. The Community Worker will design a Congratulation Letter for distribution.
3. School Aides will be assigned time in the school day to prepare attendance boards.
4. The Community Worker will meet with local vendors to seek out sponsorship for Banquet With Lucero Team Event.
5. The Community Worker will network with the Network’s Attendance Monitor to make home visitation on an as needed basis, depending on student attendance patterns
6. SIG Grant Funds will be used to purchase technology equipment to monitor attendance data, create newsletters, and to develop school website.
7. Family calendars will be created and distribute to parents to highlight upcoming parent meetings and events.
8. The Community Worker and Wellness Coordinator will meet with Montefiore Staff to coordinate their availability to lead parent workshops on preventing illness and accessing the clinic when a student is ill.

**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).

All families will receive monthly newsletters, information on the school website, and parent meetings—parent workshops, Coffee Hour with the Principal—to receive information about Common Core Learning Standards for Literacy. Parents are encouraged to visit their child’s classroom and communicate with their teachers around progress. Parents are invited to attend monthly PTA meetings, School Leadership Team meetings, and parent workshops to learn about the home-school connections they can make to ensure academic and socio-emotional success. Our Community Worker will maintain ongoing communication with parents and will provide a monthly calendar to parents. We will use School Improvement Grant (SIG) funding to provide workshops for parents throughout the 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	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

School Improvement Grant (SIG Grant)

### 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>	Push-in and pull-out for guided reading using Fountas & Pinnell Leveled Literacy Kits and leveled guided reading books. Push-in and pull-out during phonics, using <i>Foundations</i> phonics programs. Focus groups in reading and writing. Our partner organization, New Settlement, provides homework help during the provided afterschool program.	Services are provided in small group (Tier II) and one-to-one instruction (Tier III).	Services are provided on a daily basis in the classroom and through pull-out throughout the day. On Tuesdays, Wednesdays, and Thursdays for 40 minutes per day.
<b>Mathematics</b>	AIS providers offer small group instruction to fluid groups every six weeks. They use data from chapter assessments to make decisions about groupings.	Services are provided through small group instruction (Tier II) and one-to-one instruction (Tier III).	Services are provided on a daily basis in the classroom and through pull-out throughout the day. On Tuesdays, Wednesdays, and Thursdays for 40 minutes per day.
<b>Science</b>	Science teachers use FOSS science kits for conducting hands-on experiments with students. Teachers use interactive writing, technology tools, and small groups to support student learning.	Services are provided in small group (Tier II) instruction.	Services are provided during the school day, during the Science period.
<b>Social Studies</b>	Social Studies teachers use realia along with trade books. Teachers use interactive writing, technology tools, and small groups to support student learning.	Services are provided in small group (Tier II) instruction.	Services are provided during the school day, during the Social Studies period.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk services are provided by the school counselor through one-on-one and small group.	Services are provided on a one-on-one basis (Tier III).	These services are provided as needed during the school day; and for identified students once per week.

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

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

As a new school, we are committed to finding highly qualified teachers whose values are aligned with our school's mission, vision, core values and instructional goals. In addition, we will work to develop new teachers to become highly qualified teachers. In preparation for the opening of Lucero Elementary School, we have identified highly qualified teachers through our job posting, teacher recruitment fairs, the New Teacher Finder system, and through a rigorous interview process.

We support our teachers to continue developing as highly qualified teachers by providing them with professional development sessions 2-3 times per week, provided on-site by our literacy coach and math consultant, as well as our network. Topics in instructional practice in Year 1 include alignment of teaching objectives to CCLS, creating CCLS aligned assessments, ELA and Math curriculum planning, developing a positive school culture (classroom environment), and the Danielson domains and components.

In addition, we provide staff with opportunities to participate in off-site Professional Development. Some PD workshops attended thus far have included topics in Estrellita (phonics-based program in Spanish), supporting students with disabilities, and Reading Recovery Training. We will encourage our staff to attend workshops that will benefit them and improve the academic performance of our students.

We will ensure retainment of our high quality teachers by creating a professional learning environment that is respectful and rigorous. In addition, we will develop a school environment that values collaboration and learning, offers relevant professional development opportunities for professional growth, and multiple opportunities for staff to contribute to our school development.

**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).

Professional development will be offered to all staff members—teachers, administrative assistants, paraprofessionals, and school aides. The Literacy Coach, Bilingual Coordinator, Math Coach, Math Consultant, Network support staff, and the Principal will be the primary PD facilitators on-site. Teachers and other staff members will be invited to share their expertise with the staff and facilitate at least one PD throughout the year. Off-site PD will be offered in relation to our overarching year-long professional development priorities, as listed below. It is the expectation that all members of our school community participate in PD activities to develop their professional skills and strategies to support the academic and socio-emotional growth of each of our students.

**Overarching Year-long Professional Development Priorities:**

- Setting Instructional Objectives Aligned to the Curriculum
- Assessment Aligned to Instructional Objectives
- Questioning
- Building a Positive Classroom Culture

**August**

- Building a positive school culture
- Mining for objectives through analysis of the CCLS standards

## September

- Policies: Fire Drills, Chapter 408, Montefiore Health
- Classroom Management: Line Up, Class Rules, Behavior Plan, Transitions, Lunch Room/Recess Procedures, Expectations for Hallway Behavior
- Classroom Environment: Charts, Classroom Libraries
- Data and Assessment: Baseline assessments in Writing, Math, LAB-R Assessment Training, DRA Administration Training

## October

- Lesson Planning: Components, Scaffolded Lesson Plan, Math Scope & Sequence, ELA Curriculum
- Classroom Management: Line Up, Transitions
- Instruction: Supporting struggling writers, Team Teaching Formats & Expectations
- Policies: Lockdowns, Bathroom, Crisis Responding
- Data and Assessment: Training on Administering MoSL examinations, Scoring of MoSL Assessments, Estrellita program and assessment administration

## November

- Lesson Planning: Questioning, Hess' Cognitive Matrix, DOK Levels of Questions Posed, Reviewing State Assessments for the types of questions students will be expected to answer in the upcoming year, Development of questions for student-centered instruction
- Classroom Management: Creating Systems for students to become independent, Teaching students what to do when they move away from "green", Responsive Classroom
- Data and Assessment: Conference Notes, Data Analysis of DRA, Baseline, and MoSL data for small group instruction, Assessing students to determine if they have met the objective (tools and determining what is being assessed and why)
- Teacher Effectiveness: Domain 2: Classroom Environment

## December

- Lesson Planning: Development of questions for close reading, Development of questions for increasing the rigor in math
- Classroom Management: Revisiting and Living Our Core Values, Implementing Responsive Classroom Strategies
- Data and Assessment: Checks for Understanding, Continued Data Analysis of formative assessments for small group instruction, Efficient and Comprehensive Assessment Tools
- Teacher Effectiveness: Domain 3: Instruction

## January

- Classroom Management: Putting 7 Character Traits into Action
- Questioning: Evaluating Questions in Lesson Planning for Math, Evaluating Questions in Lesson Planning for Close Reading
- Data and Assessment: Evaluating Midline Baselines, Determining Next Instructional Steps through a review of data collected, Collecting and monitoring data on 7 character traits
- Teacher Effectiveness: Domain 1: Planning and Preparation

## February

- Lesson Planning: Using the Tri-State Rubric to evaluate lesson planning and unit mapping implementation (Dimension 1 and 2).
- Classroom Management: Developing charts that support independence, Continuing to support students in becoming active members of a learning community
- Data and Assessment: Differentiating assessments for students to demonstrate understanding of an objective, Teaching students to look at their data independently to set goals

## March

- Questioning: Questioning to Deepen Understanding
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Using State Assessments to monitor alignment between classroom instruction and formal assessments
- Teacher Effectiveness: Domain 4: Professionalism

#### April

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Reviewing state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success
- Teacher Effectiveness: Domain 4: Professionalism

#### May

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students to self-assess on their classroom behavior and set goals for next year
- Data and Assessment: Continue to review state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success, review endline assessment data and set goals for students

#### June

- Curriculum Mapping for Upcoming Year
- Building a Bridge for a Positive School Culture Into the Upcoming School Year
- Data and Assessment: Helping students set goals for upcoming school year using their own data
- Reflection on 4 priority areas
- Setting PD goals for next year's 4 priority areas as a team

#### Additional PD Workshops Throughout the School Year (including, but not limited to)

- Assessment administration (i.e. Estrellita, DRA, MoSL, Go Math)
- Increasing attendance
- Curriculum reviews in ELA and Math
- Workshops with Math Consultant
- DOE and State-wide policies
- Cook Shop
- Montefiore and Health and Wellness Related PD
- Positive communication between home and school
- Using technology tools in the classroom
- Using technology tools for instruction and assessment

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

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

As a new school, our school has received a New York State School Improvement Grant (SIG) to use towards supporting student academic and socio-emotional support. Funding will go towards funding the hiring of support staff to provide small group instruction in classrooms, technology tools to facilitate data collection work, parent workshops to inform parents about Common Core Learning Standards and understand grade level criteria (Levels 1-4), and professional development related to teacher effectiveness related to the Teacher Effectiveness rubric. Major partners include: PS 64 and PS 294. Together, we will work to improve school culture (campus wide) by sharing school aides to promote positive behavior among students through each school's core values.

#### **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.).

As a new school, we worked to recruit Pre-K students by sending out brochures and flyers to Pre-K programs in the school district. In addition, we held informational sessions for parents throughout the months of April-June 2013 in preparation for school opening. As we approach the upcoming school year, the school's Community Worker will facilitate parent orientation meetings in coordination with local Pre-K schools. Students who enroll at our school will meet their teachers at a Summer PD orientation and parents receive an informational packet and a uniform for their students.

**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.

Teachers are expected to be full participants in the decision making process in regards to using and selecting appropriate multiple assessment measurements. Teachers will meet at least three times per year with Administration to review multiple assessments used to determine academic proficiency levels and set instructional goals for each student. Assessments will include Measures of Student Learning (MoSL), Pre and Post Performance Tasks acquired through the NYCDOE Common Core Library, DRA2 Reading Assessments, Baseline/Midline/End-line writing and math assessments, Unit Assessments, CCLS-aligned rubrics in literacy and math, Conference Notes, and formative classroom assessments.

**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**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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**

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;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>311</b>
School Name <b>Lucero Elementary School</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>Kattia Cuba</b>	Assistant Principal <b>N/A</b>
Coach <b>Janet Allen</b>	Coach
ESL Teacher <b>Kyeyeon Park</b>	Guidance Counselor <b>Angela Cooper</b>
Teacher/Subject Area <b>Nicole Rosado</b>	Parent <b>Jazmine Henriquez</b>
Teacher/Subject Area <b>Tien Caceres</b>	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>153</b>	Total number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>58.06%</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	77	0	16	0	0	0	0	0	0	77
ESL	13	0	2	0	0	0	0	0	0	13
Total	90	0	18	0	0	0	0	0	0	90

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																
Spanish	26	22	34	22	28	23													88	67
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	26	22	34	22	28	23	0	0	0	0	0	0	0	0	0	0	0	0	88	67

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): 24      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 7      Asian: 0      Hispanic/Latino: 59  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 1

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10		3											13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	11	0	3	0	0	0	0	0	0	0	0	0	0	14

## 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)	21	1	12											34

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)	1	18	15											34
Advanced (A)	6	15	1											22
Total	28	34	28	0	0	0	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	21	22	25										
	I	1	12	3										
	A	6	0	0										
	P	4	2	0										
READING/ WRITING	B	22	34	28										
	I	0	0	0										
	A	6	0	0										
	P	4	2	0										

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

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

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

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

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

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

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

We have collected data through DRA Reading Assessments in English and Spanish, Baseline Writing Assessments, Estrellita Phonics (Spanish) and Foundations Phonics (English) to assess the early literacy skills of our ELLs. In addition, we are assessing students' end of unit writing pieces. In Reading, 90% of students are performing on Level 1. In Writing, 98% of students are performing on Level 1, and 2% are performing at a Level 2. As we have just received our Core Curriculum materials (last week of October) and have recently been selected to participate in the Estrellita program (and received materials the last week of October), we are in the midst of assessing our students early literacy skills. Once we complete our diagnostic data collection, we will be able to group students and target students depending on where they are in their knowledge of phonics and phonemic awareness. Both the Estrellita and Foundations programs help teachers in grouping students and tailoring instruction according to proficiency levels.

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

LAB-R and NYSESLAT data reveal that 73% of Kindergarten students are performing at a Beginner Level, 2% of 1<sup>st</sup> graders are performing at a beginner level, and 43% are performing at a beginner level. This indicates that there is a high need for beginning ESL support in regards to literacy that will need to occur in Grade K for students to move into the Intermediate proficiency level at the end of the year. This means that the teachers who teach in the English portion of the 80:20 Dual Language program need to provide students with a great deal of supports so that they can acquire language skills. The data show that in Grade 1, 53% of students are at an Intermediate level and 54% are intermediate in Grade 2. This means that we will have to provide students with various opportunities and rubrics to develop their writing in English to gain proficiency in the language. In Grade K there are 23%, in Grade 1 there are 44%, and in Grade 2 there are 4% of students performing at an Advanced proficiency level.

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](#))

Patterns across NYSESLAT modalities will affect instructional decisions, as they will inform of the areas that need development according to student, grade, and school. By looking at the data, we understand where instructional efforts must be focused upon. Examination of the modality aggregate reveals that for speaking and listening in Gr K, 73% of tested students (19 out of 26) tested as beginners. 3% of Gr K students tested as intermediate (1 out of 26). 18% of Gr K students tested as Advanced (6 out of 26). In Grade 1, 65% of students tested as beginners (22 of 34). 34% of Gr1 students tested as Intermediates (12 of 34). In Gr 2 89% tested students (25 out of 28) tested as beginners. 11% of Grade 2 students tested as intermediates (3 out of 28). No students tested as advanced in this modality in Grade 1 and 2. These results indicate that the majority of ELLs tested in Speaking and Listening 75% (66 out of 88) are scoring as beginners and will need increased support in English language development, through a balanced literacy format of instruction.

In Reading and Writing, 77% of students (20 out of 26) tested as beginners. There were none who scored as intermediate. 23% of students tested as advanced (6 out of 26). In Grade 1 and Grade 2 100% of ELLs tested were beginners. The results show 93% of ELLs tested in Reading and Writing performing at beginning levels. Structured supports, reader's workshop, writer's workshop, language arts instruction (phonics, vocabulary building), guided reading, RtI, and ESL services will be key in improving student progress.

PS 311 uses information from the AMAO to understand if students have made progress. Since we are a new school, we are using the data provided from the previous school each of our students attended, as well as LAB-R data. As a school-wide community we have looked at ELL data in relation to the AMAO and will meet in December to set school-wide goals for meeting the AMAO.

4. For each program, answer the following:

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

A. As we are a new K-2 school, data collected thus far is limited to eight weeks of instruction. We have collected data through DRA Reading Assessments in English and Spanish, Baseline Writing Assessments, Math baseline assessments, and MoSL data thus far. In addition, we are assessing students' end of unit writing pieces. Thus far, the overwhelming majority of students are performing at a Level 1

in both math and ELA in both languages. In Reading, 90% of students are performing on Level 1. In Writing, 98% of students are performing on Level 1, and 2% are performing at a Level 2. In Math, 87% are performing at Level 1 and 13% are performing at a Level 2. The native language is used in math. We translated math MoSL assessments, as Discovery Math does not provide a translated version of their exams. We used the NYCDOE Math Glossary handbook to carefully translate math terminology with accuracy. In addition, we translate NYC performance tasks for end of unit writing assessments to differentiate and to gather data on how students are performing in Spanish. In addition, the DRA reading assessment is conducted in both English and Spanish.

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](#).)

PS 311 uses data to guide instruction for ELLs within the Response to Intervention Framework. In Grade K, students are diagnostically assessed on their Concepts about Print. If students score a total of 41 points, it is determined that the student is able to be assessed in reading using the DRA2 Kit. Students assessed through the DRA2 kit are asked to read while the teacher takes a running record. Comprehension is assessed through a set of questions students must answer. The data allows us to group students according to reading levels and understanding of reading skills and concepts (predicting, summarizing, vocabulary, setting). Students are grouped according to levels. If the student's reading level is one level below grade level, an RtI group (Tier II) will be formed for six weeks to focus in on an area of need gleaned through data. If the children are performing two levels below grade level the children will be grouped in a smaller group or one-to-one with a teacher. The reason we must group the students performing in Level 1 is because of the high concentration of Level 1 students. Some students who require one-on-one, Tier III support will work with the Reading Recovery teacher. Others will have one-on-one time during a period designated with the AIS teacher. RtI groups are and will be formed every six weeks for Math and for Literacy. Teachers will keep logs detailing the focus for the group, participants in the group, expected outcome, and strategies that will be used. At the end of the six week period, teachers will determine if the student will need to remain in the group, move to another group where additional support is needed (Tier II or III), or can function within a Tier I group. Every six weeks the cycle begins again.

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

As the majority of our classrooms are Dual Language classrooms, it is of vital importance that our students second language development is considered in instructional decisions. First, instruction is tailored to address both languages--important to the 2<sup>nd</sup> language acquisition of ELLs and EPs. We follow a "roller-coaster" approach to learning, which means that we focus on one language every other day. For example, on Monday, all instruction is taught in English (in Grades 1 and 2) and in Spanish on Tuesday, and so forth. In the Grade K Dual Language classroom, the second language is developed through Science and Social Studies (for Spanish speakers learning English) and ELA and Math is taught in Spanish (for English speakers learning Spanish). This way, both groups of students are afforded opportunities to develop the second language. In addition, the second language is supported through the use of instructional materials in the target language. Classroom libraries are equally balanced between books in English and books in Spanish. Charts on the walls provide students with sentence starters/sentence stems in the target language to support language acquisition, and learners are assessed in both languages through the use of diagnostic and formative assessments.

7. For dual language programs, answer the following:

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

A. English-proficient students in Dual Language classes are assessed for reading through DRA conducted in both the first and target language, NYC Performance Tasks in writing administered in the target language, and math assessments that are conducted in the target language. These assessments are conducted periodically 3 times per year (Fall, Winter, and Spring) and 2 times in between Fall-Winter and Winter-Spring for students who are performing at level 1 or 2, this way we are able to more closely monitor progress and make instructional decisions. In addition, student reading, writing, and math in the target language are assessed formatively through rubrics and checklists provided for writing assignments, end of unit tests, and through conference notes.

B. According to the data, 91% of EP students in grades K-2 are performing on a Level 1 and 9% are performing at a Level 2 in reading in the target language, according to the DRA (Spanish) and NYC Performance Task data.

C. As we are a new school serving K-2 students in Year I, this data is not yet available.

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

Success will be evaluated by whether our school meets AYP for our ELLs, growth by at least 1.5 years in reading (as demonstrated on the DRA assessment), and growth from at least one performance level on Writing and Math (as determined through a comparison

of pre and post assessments. For Dual Language classrooms in Grades 1 and 2, the success includes the same criteria in the target language.

## 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](#).)

Following are the steps in the initial identification of ELLs:

The initial process in the identification of an English Language Learner (ELL) at PS 311 is the completion of the Home Language Identification Survey (HLIS) by the parent of a newly admitted student to a school in the New York City Department of Education, administered by the ELL Coordinator/ESL Teacher, Kyeyeon Park. The Pupil Accounting Secretary will conduct the initial screening which is to determine if the child is a transfer or new admit to the NYC public schools.

If the student is a new admit, the Pupil Accounting Secretary will notify our ESL teacher, as a licensed and trained pedagogue in ESL, to administer the HLIS to the parent. Since the predominant languages of families enrolled at PS 311 is English and Spanish, the HLIS is readily available for use. If the parent speaks another language than in print by the DOE, translation and interpretation services for parents may be acquired through the Translation and Interpretation Unit of the DOE. The HLIS is completed with the parent, along with a brief informal interview of the child to confirm parent responses on the HLIS.

If the parent indicates that the home language is English, and it is determined that the student's only language is English, the identification process stops. If it is determined that the home language is one other than English, then the process will continue which means that the HLIS and a brief informal interview to ensure that there is an alignment between language information provided on the HLIS and the dominant spoken language at home. If it is determined that the student speaks little, or no English, then the LAB-R will be administered to the student. Administration of the LAB-R must take place within 10 days of student enrollment. In the meantime, until it can be determined to which placement the student belongs, the default instructional placement is the Dual Language class or classroom with ESL services, depending on what the parent chooses.

Our school makes every effort to assess a student on his initial date of enrollment. The results on the language proficiency test will determine placement. If the student scores at or above proficiency, it is determined that the student is not an ELL. If the student scores at or below DOE cut scores, the student is entitled to ELL servicing. The assessment used to assess a Spanish speaking ELL is the Spanish LAB. The LAB-R assessment determines an ELL student's entitlement. Accordingly, if a student scores at or below proficiency, he is identified as an ELL. The assessment is hand scored by the ESL teacher, and submitted to the regional assessment office on scheduled dates for LAB test submission. The student is placed in an ELL setting within 10 days. Home language information, noted on the HLIS, is recorded on ATS by the Pupil Accounting Secretary.

If it is determined by the Pupil Accounting Secretary that the student is a transfer from another school, upon which an OSIS would exist in ATS, this would allow her to generate a RHSP (Student Historical Profile Report.) The RHSP provides crucial information in the identification of an ELL student previously enrolled in a NYC public school. Our school is able to ascertain an enrollment history which lists previous schools that the child was enrolled. Exam history is indicated, within which results of the NYSESLAT and LAB/LAB-R would be reported. Most important is history on the BESIS which indicates if the student is an ELL receiving ESL or Dual Language Class services. All the while, cross-checking home language information to confirm ELL or non-ELL status. If it is determined that the student is an ELL from a school system other than the NYCDOE, the ESL teachers will contact the sending school to obtain a copy of NYSESLAT history.

Whether the student is placed in a dual language class, or in a monolingual class with free-standing ESL program support, based on parent choice, the student has been ELL identified. This allows the administration to ensure ELL services for the student according to language needs that are derived from LAB, LAB-R, or NYSESLAT performance.

The ELL Coordinator/ESL Teacher who supervises all processes for ELLs ensures that all ELL identified students are scheduled to take the NYSESLAT exam, offered in four subtests designed to measure language modalities of reading, writing, listening, and speaking. The exam is administered throughout the spring assessment window to ensure that students who are not present for portions of the exam complete the sequence of testing. Teachers of ELL students are provided with NYSESLAT results as soon as they become available in late summer/early fall, when the administration is able to access the data. The use of data ensures the alignment between student needs and instructional practice.

Students' ELL status is evaluated based on levels of acquired proficiency. The data is further studied to examine trends in growth pattern, and language modality of greatest need. The ELL Coordinator will inform facilitate a group analysis of the data, as well.

ELLs are assessed annually on the NYSESLAT exam, which evaluates student performance and progress on four language modalities: listening, speaking, reading, and writing. As soon as results become available, data and trends, thereof are studied by both the Literacy Coach/Data Specialist, and ELL Coordinator. The RLAT is generated from ATS. Attachment F of the NYS "NYSESLAT Scales Score Ranges for Determining English Proficiency" is used to equate raw to scale scores. The ELL coordinator will produce individual class reports to distribute and review NYSESLAT results with teachers.

NYSESLAT data is examined on many different levels. The number of students who have gained English language proficiency is the first level of study. This information will be important in the placement of the former ELL student in his/her new class since NYSESLAT results are released in late summer before the new academic year begins. Parents will be notified via a discontinuance of service letter, but students are still entitled to ELL support up to two years after having received the proficiency rating. NYSESLAT data is also reviewed for overall ELL identified-status according to the data which would place students at beginner, intermediate, or advanced levels. This information is crucial to the servicing of the ELL as related to required number of minutes of instruction. Scheduling students in the free-standing ESL program is dependent on this information. A further examination of how students fare within each language modality will be looked at to determine if programmatic changes must be modified by the administration. For example, if the data shows that a cross section of students have fared poorly in writing achievement, then it may become necessary for a shift in focus to writing instruction that is supported by the professional development of teachers, and purchase of materials to achieve this goal.

The data will be further disaggregated to tell more. Students' NYSESLAT data is examined for trends in progress through the years of NYSESLAT test taking. If a lack of progress, or a regression of language attainment based on test results exists, then a closer look at who this student is will be taken. The student's attendance taken into consideration, including any familial, social, or emotional factors that may impact student performance. Teacher effectiveness will be taken into consideration, as well as the presence of learning impediments that may cause the student to demonstrate a ceiling in language achievement. The data is communicated with the teacher and parent, and as appropriate, with the student who will understand where his learning focus needs to be.

The person responsible to ensure that all who are eligible to take the spring NYSESLAT exam and ensures that the assessment is administered will be the ELL Coordinator. All components of the NYSESLAT will be administered to students within the window of testing according to the NYCDOE announced dates. Students who are absent for portions of the exam are picked up for testing within the make-up periods. It is ensured that all teachers are familiar with the testing process, and have the appropriate materials, such as a DVD player to use for the listening portion at specific grades. The ELL Coordinator is also responsible for ensuring that continuance and discontinuance letters are distributed to parents. The RLAT is used to determine student eligibility, the RLER to ensure that the LAB is rightly administered, and the RHSP with exam and BESIS history to confirm and ensure that all indicators are aligned.

The parents were also given the information about the three choices they have available: Transitional Bilingual, Dual Language program, and ESL and filled out the Language Selection Form. Though we offer Dual Language and ESL services, parents are informed of all three programs so that they can make an informed selection. If we do not have enough students enrolled for transitional bilingual (at least 15 students in contiguous grades), the Principal will email the DOE to inform of the parent choice. If there are less than 15 students in 2 contiguous grades, then the parent will receive options for selecting a school that offers a transitional bilingual program. Parents will be assisted in contacting school with the support of the ELL Coordinator and the Community Worker, Ana Pena.

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.

As soon as parents enroll a child and the Home Language Survey identifies the student's home language other than English, parents are offered an opportunity to watch the Parent Orientation video provided digitally through the DOE website. If parents are unable to stay, an appointment is made with the parent so that they can view the video. If parents miss their appointment, the Community Worker, Ana Pena, reaches out to parents and asks them to come in as soon as she reaches them by phone. Since we have several Smart Boards, the auditorium, iPads, and laptops, our school is prepared to present the video to parents immediately. In addition, videos were presented to parents who are unable to meet during scheduled appointments during school-wide events such as: Parent Orientation (August 2013), Open School Night (October 2013), Parent-Teacher Conference Day (November 2013).

Our ESL licensed, ELL Coordinator presents the video to the parents. The ESL teacher is involved in screening and identification of ELL students. She is familiar with parent orientation procedures and is able to respond to parents' questions in regard to ELL identification and placement.

Parent Orientations to watch the video are scheduled at many other times that will be noted below. Orientations are scheduled at numerous other times during the academic year, scheduled in relation to required compliance. The ELL teacher provides a brief introduction to the session in two languages, English and Spanish, the predominant languages of the school. The teacher will select the video to view in the language of the audience to begin the Chancellor's message to parents on ELL instructional placement. If a parent's home language is other than Spanish, the school will arrange to meet with this parent to view the parent video in one of the other DOE provided languages. If the home language is other than a DOE provided language, the Translation and Interpretation office may be contacted to assist the school and parent.

After the video, parents who have questions will direct them to the teacher, who will respond to questions objectively, leaving parent choice options about bilingual programs to the parent. The informed choice between transitional bilingual, dual language, or free-standing ESL program will be made by the parent. Parents will complete the Parent Survey, and upon careful, informed decision making, the Program Selection Form.

In regard to the timeline and frequency for this process, in September when new school enrollment is at its peak, several Parent Orientation Meetings are held. Morning and afternoon sessions are scheduled, as well as one during Open School Night. These meetings are scheduled intermittently throughout the school year. Large group Parent Orientation Meetings are also scheduled during afternoon and evening parent conferences. Frequency will be based on the number of parents who must go through this process. The ESL teacher will also meet with parents during the registration process, following administration of the LAB-R, when it will be determined if the student is an ELL. During this one-to-one meeting, the video will be displayed on a laptop with the same procedure for Parent Survey and Program Selection Form completion, if this is the case.

Continued outreach is made to families who do not respond to the initial letter of invitation to the Parent Orientation Meeting. Multiple letters will be sent with the child, via mail, and calls made by our Community Worker. Teachers and the ESL teacher will also attempt to make contact with the parent at morning line-up, and dismissal. In the end, the default placement is the Dual Language Program should home contact not be made.

Parents who select the Transitional Bilingual model are provided with a list of schools that offer the program since PS 311 does not offer this program of choice. Parents are informed that PS 311 offers only the Dual Language, and free-standing ESL program. A list of parents who select Transitional Bilingual programs will be maintained. In addition, running list of parents who request

Dual Language programs in languages other than Spanish is maintained. If 15 or more students in two contiguous grades request a transitional bilingual program not currently offered by our school, then a new class in the new language will be formed. The process described above is an ongoing one throughout the school year, occurring as newly admitted students to the New York City public school system are received.

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 [\[see tool kit\]](#).)

The Principal is responsible for supervising ELL programs and services, in compliance with LAP procedures, with the support of the ELL Coordinator. The ELL Coordinator ensures that entitlement letters are completed and distributed to students who require them. Continuation of entitlement letters are distributed to students who have taken the previous spring's NYSESLAT exam, and who have not scored at the level of proficiency. Entitlement letters for students deemed eligible according to the LAB-R are also distributed to students based on LAB cut scores that are announced each fall by the citywide assessment division. Records of these documents are maintained in a binder and are secured in the Principal's office. A record of sign in sheets of parents who participated in the Parent Orientation is kept as well. Students' homeroom teachers are informed of the process and assist to facilitate face-to-face meetings with parents. Students are placed in the default program of choice, as stipulated by CR 154, if a form is not received from the parent. The school has initiated the process of digital scanning of these documents to an electronic file through the initial purchase of a scanning machine. An effort is made to maintain a paper and electronic file of ELL documentation.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Criteria used to place a student in a Dual Language or free-standing ESL program is based on assessment. The Home Language Survey provides the initial information, as well as information gained through the informal interview as the parent and child respond to different questions selected from a menu of questions posed by the ESL teacher. Assessment results on the LAB, LAB-R, and NYSESLAT provide information based on benchmarks for each test. Once placement has been established, the school secretary ensures that ATS data is aligned with class placement. Trends in data are identified, to be addressed through supervisory, instructional, and programmatic planning for ELL servicing.

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.

As PS 311 is a new school servicing K-2 students in Year 1, we have not yet administered a NYSESLAT exam. This Spring will be our first time administering the NYSESLAT exam to our students. To coordinate administration of the exam, our ELL Coordinator, who also serves as our testing coordinator, has worked alongside the Principal to order NYSESLAT exams for our students in grades K-2.

In the Spring, our plan is to have our ELL Coordinator facilitate a training session for administering the exam to our 2 out of the classroom specialists so that they can assist with administering the Speaking portion of the exam. The remaining listening, reading, and writing sections will be administered by the classroom teacher with a proctor in the class. The ELL Coordinator will also provide a PD to classroom teachers so that they understand administration protocols. In addition, all classrooms are equipped with laptops and speakers, enabling the administration of the listening portion.

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. 

As PS 311 is a new school servicing K-2 students in Year 1, we have only begun collecting Program Selection and Parent Survey forms this year. Below is the information collected thus far:

In Kindergarten, 69% of parents selected Dual Language and 31% selected ESL programming. In Grade 1, 100% of parents selected Dual Language programming. In Grade 2, 89% of parents selected Dual Language and 11% selected ESL programming. None of the parents who have surveyed thus far has selected Transitional Bilingual. The predicted reason for this trend is that in the Spring when we were promoting our new school to the community, parents had the option of selecting PS 311, with a focus on Dual Language, or the other new school on campus, focusing on Transitional Bilingual programming.

In addition, when the ELL coordinator interviewed parents about their selection, many parents noted that they chose Dual Language because they wanted their children to maintain their native language. The students whose parents request a bilingual or a dual language program will be sent to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). Also, we maintain a record of those students whose parents requested bilingual programs. Parents were informed that if there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

## 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])?
    - A. Dual Language classrooms are organized to reflect best practices in this model as closely aligned to the research as we can provide. In Grade K, 80% of instruction will be conducted in Spanish (Literacy and Math) and 20% of instructional time will be conducted in English (Social Studies, Science, Art, and Gym). Our Kindergarten class is staffed by a Bilingually Certified teacher who provides ELA and Math instruction in Spanish. Research indicates that the most effective approach for launching a Dual Language program in the primary grades is a 90/10 or 80/20 approach. According to the research, more time developing the partner language and culture allow both English- and Spanish dominant students to have higher Spanish proficiency outcomes at the end of the program than students who begin a Dual Language program that initiates with a 50/50 approach, with no detriment to English development in the long run. In addition, learning to decode text is facilitated through Spanish because of transparent orthography (a consistent correspondence between pronunciation and spelling). In Grade 1 and 2, 50% of instruction is provided in English and 50% is provided in Spanish (50/50 approach). All subjects are taught in both languages utilizing a side-by-side approach whereupon all subjects are taught in one language on one day, in the other language on the next day, and so forth. For example, on one day all subject areas will be delivered in English. On the next day, all subject areas will be conducted in Spanish. One of our 1<sup>st</sup> grade classes follows a self-contained model where the teacher speaks in Spanish on one day and in English on the next day. The other 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade class are served by two teachers—though both teachers speak and provide instruction in both languages, one of the teachers in each of those two classes is a Special Education Teacher with a Bilingual Extension. Thus, the model of these two classrooms is a Dual Language ICT.
 

This year, due to School Improvement Grant funding, we are able to departmentalize Science and Social Studies so that teachers can spend adequate time concentrating on deepening their focus of instruction. In Kindergarten, the students receive Science and Social Studies in English through another teacher 4 times per week. The Science and Social Studies teacher focuses instruction in Science for one week and concentrates in Social Studies the following week. In Grades 1 and 2, Science and Social Studies are taught by one teacher 5 times per week. The teacher follows the roller-coaster model, whereby the language of instruction changes every other day.

In Freestanding ESL, we subscribe to the push-in model. The ESL Teacher supports Kindergarten and 2<sup>nd</sup> grade students whose parents selected ESL programming. A push-in ESL model allows for greater collaboration between the classroom teacher and ESL teacher. By working together, the ESL teacher can tailor lessons that support the work conducted in class. This way, the student does not miss instruction by being pulled away from the classroom. In addition, the lesson is differentiated by the ESL teacher so that the student can have multiple entry points into the content and so that English proficiency is developed in context.
    - B. Program models are instructionally heterogeneous in Dual Language and ESL programs. Students travel together to cluster periods (Science, Social Studies, Art, and Gym) in a block. Within each group of students in Dual Language and ESL, proficiency levels on the NYSESLAT, LAB, or LAB-R vary. The ESL teacher provides support to ESL students so that they receive the required minutes of instruction. In this way, students are grouped to ensure minutes are met. Beginner and intermediate students are grouped to receive 360 minutes of weekly instruction. Advanced students are grouped similarly for 180 minutes of instruction. Within small group instruction, students may be groups homogeneously to attend to specific reading levels or by type of instruction need.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

Our school's Dual Language models allow for the mandated instructional minutes for ELLs to be met. Kindergarten Dual Language uses 80:20 model where the classroom teacher teaches in Spanish 80% of the time. Students in Kindergarten receive English instruction 20% of the time through our Cluster teachers (Gym, Art, Social Studies and Science) for a total of 360 minutes. First Grade and Second Grade uses the 50:50 model. One day the classroom teacher(s) teaches in English and the following day teaches in Spanish.

ELLs who receive ESL services are provided 360 minutes per week for Beginning and Intermediate students and 180 minutes per week for Advanced students. All ESL instruction is conducted through our ESL Teacher, Kyeyon Park. ESL is offered through a push-in model whereby the ESL teacher pulls a group of ESL students to provide ESL instruction and supporting acquisition of standards.

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 the 80:20 Kindergarten Dual Language program, students receive Social Studies, Science, Art, and Gym instruction in English. They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster teacher. Students receive Art twice a week and gym once per week.

In the 50:50 Grade 1 and 2 Dual Language classrooms, students receive Social Studies, Science, Art and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive Science and Social Studies five times per week (alternating weeks focusing on one content area). Since our Grade 1 and 2 Dual Language programs follow a "roller-coaster" schedule--Spanish every other day--the Science and Social Studies teacher changes language of instruction accordingly. Students receive art and gym instruction 1-2 times per week in English.

Students in ESL programs receive all content area instruction in English.

Teachers use various approaches to ensure that content is made comprehensible to foster language development and to meet the needs of the Common Core standards. Teachers use sheltered instruction approaches to provide students with scaffolding so that they can understand the concepts and instruction. Some of these include, but are not limited to: Total Physical Response, realia, support in the native language through peer support. In addition, teachers provide students with sentence starters, charts with visual supports, grouping, and instruction through the use of technology.

Teachers collaborate in grade level and school-wide teams to develop our Literacy instruction. Though we have opted-in to the Ready Gen Core Curriculum, we have supplemented our Literacy with independent reading, craft writing, read-alouds, slose reading, writing about reading, and Foundations for developing phonemic awareness in English. We have created a wikispace for our Literacy program so that we can re-shape the curriculum to meet the needs of our students and to provide teachers with pacing for how the curriculum will be implemented. Teachers also work alongside our Literacy Coach to develop Pre and Post performance tasks in reading and writing that are aligned to the Common Core standards. In addition, we opted into a pilot program for Estrellita, a phonics instructional program to support learning in Spanish.

In addition, we applied and received a grant to implement Reading Recovery in our school over the next three years. Our ESL teacher/ELL Coordinator provides Reading Recovery to ELL students selected for the pilot year of the program. Using Reading Recovery strategies learned through training at New York University, students meet with the teacher daily for 30 minutes.

In order to support ELLs and all students in attaining the Common Core standards, we have also applied funding towards a Math Coach. Mr. Rob Irwin provides our staff with support in supplementing Go Math, as we opted-in to the city's Math core Curriculum program. In addition, he works with teachers to develop and implement math performance tasks, model lessons aligned to Common Core, and to provide professional development to teachers.

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

ELLs in Dual Language programs are evaluated in their native language throughout the year. Assessments are administered in both languages. NYC Performance Tasks, Math Performance Tasks, end of unit exams, formative assessments, and diganostic assessments are all offered in both languages throughout the year.

The DRA reading assessment is conducted 3 times per year (with 2 additional assessemets throughout the year for students reading at Level 1 and 2) in both languages. Through this assessment, teachers are able to determine if reading gaps in English are language based or readding based.

To support ongoing collection of data, cluster teachers are charged with collecting the information and providing data to teachers. This way, little instructional time is lost.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The ESL teacher assesses students informally through the collection of observational and conference notes. She assesses students in all four modalities through her instruction. In addition, classroom teachers use rubrics in ELA and Math that support data collection for the four modalities. Teachers also use information collected to assess students through the use of report cards.

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. As a new school servicing students in grades K-2 in Year 1, we do not have students identified as SIFE.

B. ELLs whose parents elected to receive ESL services are provided 360 minutes per week for Beginning and Intermediate students and 180 minutes per week for Advanced students. All ESL instruction is conducted through our ESL Teacher, Kyeyon Park. ESL is offered through a push-in model whereby the ESL teacher pulls a group of ESL students to provide ESL instruction and supporting acquisition of standards. ELLs in Grade Kindergarten Dual Language Programs receive instruction in the native language 80% of the time and 20% of the time in the target language (English). ELLs in Grade 1 and 2 Dual Language programs receive instruction in the native language 50% of the time and 50% of the time in the target language (English).

The administration, ESL teacher, classroom and Cluster teachers, and the rest of the school community are all involved in supporting the newcomer. Transitioning the newcomer into American culture with influences of the student's native culture is taken on by all those named above.

As for academic support, Estrellita as described above, serves to build native language literacy skills. Teachers will differentiate for students across the English language spectrum. Buddy students are assigned to familiarize students with their new environment.

Teacher of ELLs can also use NYSESLAT data which tells which language modality needs to be addressed in order to meet proficiency. All students are mandated to participate in extended day. In addition, Grade 1 and 2 students are offered an additional 35 minutes of instructional time through an after-school program lasting the entire year.

C. As a new school servicing students in grades K-2 in Year 1, we do not have ELL students receiving service 4 to 6 years.

D. As a new school servicing students in grades K-2 in Year 1, we do not have long-term ELLs enrolled at our school.

E. As a new school servicing students in grades K-2 in Year 1, we do not have any former ELLs enrolled at our school.

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 use various approaches to ensure that content is made comprehensible to foster language development and to meet the needs of the Common Core standards. Teachers use sheltered instruction approaches to provide students with scaffolding so that they can understand the concepts and instruction. Some of these include, but are not limited to: Total Physical Response, realia, support in the native language through peer support. In addition, teachers provide students with sentence starters, charts with visual supports, grouping, and instruction through the use of technology.

Teachers collaborate in grade level and school-wide teams to develop our Literacy instruction. Though we have opted-in to the Ready Gen Core Curriculum, we have supplemented our Literacy with independent reading, craft writing, read-alouds, slose reading, writing about reading, and Foundations for developing phonemic awareness in English. We have created a wikispace for our Literacy program so that we can re-shape the curriculum to meet the needs of our students and to provide teachers with pacing for how the curriculum will be implemented. Teachers also work alongside our Literacy Coach to develop Pre and Post performance tasks in reading and writing that are aligned to the Common Core standards. In addition, we opted into a pilot program for Estrellita, a phonics instructional program to support learning in Spanish.

In addition, we applied and received a grant to implement Reading Recovery in our school over the next three years. Our ESL teacher/ELL Coordinator provides Reading Recovery to ELL students selected for the pilot year of the program. Using Reading Recovery strategies learned through training at New York University, students meet with the teacher daily for 30 minutes.

In order to support ELLs and all students in attaining the Common Core standards, we have also applied funding towards a Math Coach. Mr. Rob Irwin provides our staff with support in supplementing Go Math, as we opted-in to the city's Math core Curriculum program. In addition, he works with teachers to develop and implement math performance tasks, model lessons aligned to Common Core, and to provide professional development to teachers.

In addition to the strategies and programs used for ELLs in Dual Language and ESL programs, supports for ELL-SWDs include support through SETSS services, at-risk support services, AIS in ELA and Math, Extended Day, and an additional 35 minutes of instruction after school on Tuesdays, Wednesdays, and Thursdays.

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?

Since we are a new, small K-2 school in Year 1 we are able to offer our ELL-SWDs various opportunities in curricular, instructional, and scheduling to enable them to achieve their IEP goals and attain English proficiency within the least restrictive environment.

ELL-SWDs in K-2 receive SETSS in English or Spanish, according to what is noted in their IEPs. Students who were formally in 12:1:1 or 12:1 classrooms in the phase out school have been offered alternative support through a combination of Integrated Co-teaching classrooms and SETSS. In addition, we have hired a paraprofessional in Grade 1 and Grade 2 to support students who come from 12:1:1 and 12:1 settings, formally. SETSS providers push in to classes and collaborate with the classroom teacher to differentiate instruction for the students.

**Courses Taught in Languages Other than English **

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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


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

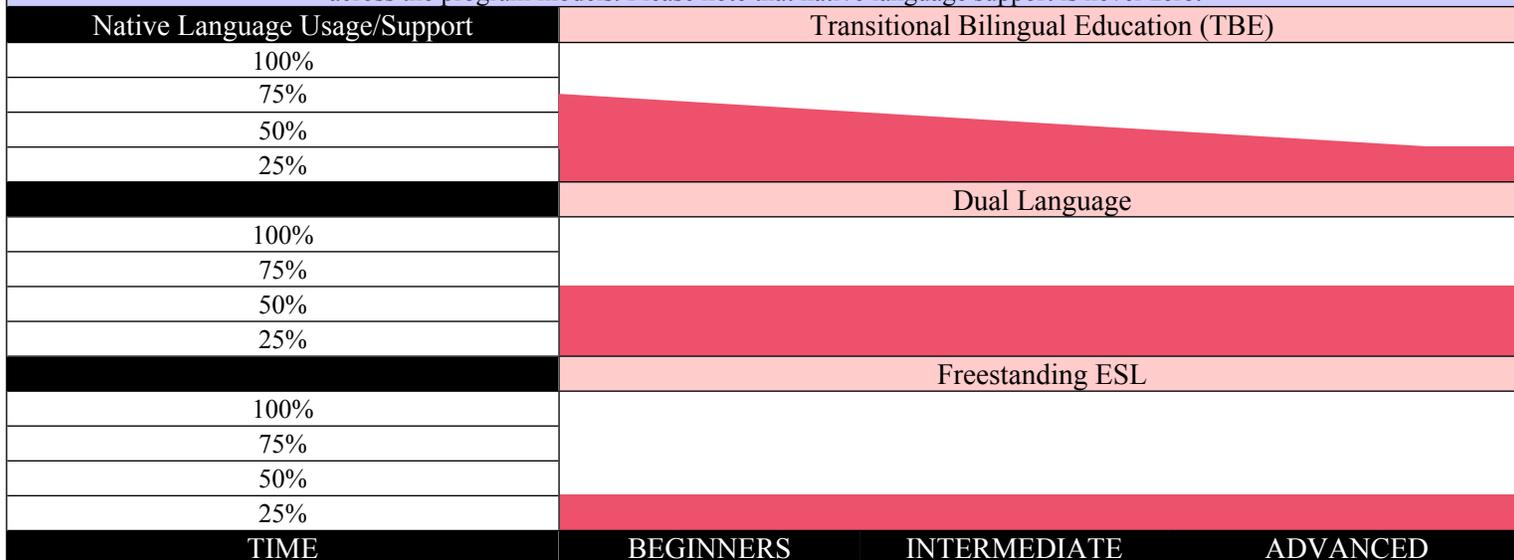
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.

We have the following targeted intervention programs for ELLs in ELA and Math:

**Reading Recovery:** The Reading Recovery teacher, who is also the ESL Teacher, provides ELL students who are reading at a level 1 with services. She is training through New York University and learning about reading recovery strategies to support ELLs.

There are four 1st grade ELLs in Phase I of the program. This program is offered in English.

**Response to Intervention (RtI):** RtI is offered to ELLs performing at Level 1 and Level 2 through small group and 1 to 1 instruction within the classroom on a daily basis. Teachers take a group of 5 students in the classroom for 20 minutes intervals to focus on Guided Reading five days a week. The focus is on students who are reading in at least a level 2 (DRA) or above. This program is offered in both English and Spanish, depending on the native language of the student. ESL Students receive instruction in English.

**Extended Day:** Extended Day is embedded within the school day, 50 minutes on Tuesdays, Wednesdays, and Thursdays for Grades 1 and 2. Teachers push in to the class to work on ELA two days a week and on math 3 days per week. Offered in both languages in Dual Language classrooms, according to the language of the day scheduled. ESL students receive instruction in English. ELLs targeted are students at a Reading, Writing, and Math Level 1 and 2 proficiency.

**Foundations:** This phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms on English language designated days. ESL students receive instruction in Foundations for 30 minutes, daily in English. Though all students are targeted, groups are formed according to proficiency levels in the program.

**Estrellita:** This Spanish phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms in grades K-2 in Spanish on Spanish language designated days. This program targets all students, though it is differentiated by levels.

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

Research indicates that some of the benefits of a Dual Language program for ELLs and English dominant students include: proficiency in first and second language (English and Spanish), an appreciation of people from different cultures, and outperformance in state exams compared to students in monolingual classrooms. In addition, a Dual Language program provides ELLs with an additive approach to language acquisition. In this way, students' first language is valued, nurtured, and used as a foundation upon which a new language may be learned proficiently. The 21st century world in which our students live in, requires individuals who have strong communication, empathy, and innovation skills. A Dual Language program provides the groundwork for developing these skills in our students, as it provides students with opportunities to bridge cultures, empathize with individuals of diverse backgrounds, and learn various approaches to problem-solve in light of newfound understandings. Through participation in the program, our students will be able to gain the skills necessary for becoming full participants in the social, economic, and political systems of our world.

The instructional infrastructure of Dual Language programs provide greatly increased educational productivity because it offers full rather than partial achievement gap closure at annual costs comparable with existing programs. Traditional programs for English learners provide watered-down instruction in basic English, virtually guaranteeing that the native English speakers will outperform English learners and thus widen the achievement gap over time. English learners need enriched, sustained forms of instruction that allow them to receive support in their first language while learning a second language.

As we are a new school, we are still in the process of accumulating sufficient data that will inform the success of our Dual Language programming. Data that will be collected include DRA Reading Assessment, NYC Performance Tasks, Math Performance Tasks, MoSL data, and data from Estrellita and Foundations phonics programs. Our data collection calendar outlines a Fall, Winter, and Spring collection of data. Our next Winter data collection will help our team to determine efficacy of programs.

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

In the upcoming year, we are planning to expand our Reading Recovery program to include an additional teacher, funding permitted. This way, we can target additional ELL students who are reading at least two levels below grade level to close the achievement gap.

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

Since we are a new school, it is not anticipated that we will need to discontinue any current services until additional data is collected and reviewed for efficacy.

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

We ensure that there is equity to access for all parents and children. Starting with our parents, we ensure that all material that is sent to the home is available in two languages. Translation and interpretation is available by a range of PS 311 staff. Almost everyone on staff can communicate in Spanish, the dominant language spoken by students and their families.

Parent Orientation and Open school night was presented to students and families in both English and Spanish. In addition, all presentation materials and events are offered in both English and Spanish. Parents feel welcome and informed as a result. We welcome parents' questions and provide information to support their children. In addition, students are offered all services as English proficient students. This includes Extended Day, after-school programming three days per week on Tuesdays, Wednesdays, and Thursdays; and after school programs offered by New Settlement.

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

All classrooms are equipped with Smartboards, a laptop, and an iPad to use for instruction with students. In addition, we have purchased 55 iPads to use with students through School Improvement Grant funds. Students will learn using applications that we purchase. Additional materials purchased to support students is Reading A-Z, Fountas & Pinnell Leveled Library Kits, Foundations (phonics in English), and Estrellita (phonics in Spanish). Our Science teachers utilize FOSS kits to engage students in science experiments.

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

Native language support is provided through each Dual Language teacher in the classroom. Native language arts, and instruction in the content areas is delivered in this way. Native language library collections are housed in each Dual Language classroom, in the school's library, and in the Literacy Room. Teachers of students in ESL programs are able to support the native language of their students by borrowing books for their students on an as-needed basis from the Literacy Room.

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

As the basis for differentiation, each ELL student receives the required number of minutes of ELL instruction according to LAP guidelines, represented in the preceding charts. Teachers collect and analyze data from NYSESLAT, NYS ELA Performance Tasks, Math Performance Tasks, MoSL, and DRA reading assessments to further differentiate instruction. Additional information taken from classroom observations, conference notes, and other qualitative data is looked at to make decisions that correspond to developmental levels of students according to age and grade. All data is gleaned through the lens of attainment of Common Core Learning Standards.

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

For students, there was a pre-enrollment period in the spring that allowed us to promote our new Dual Language based school. Parents were informed about the services that would be provided to all students, the mission and vision, and curricular plans. The DOE supported efforts of new schools in securing preliminary spaces for students who planned to enroll at PS 311. In the Summer, the ELL Coordinator met with parents who pre-registered students to assist them in enrollment.

In August 2013, parents were invited for a celebration to learn about the school, meet newly hired teachers of ELLs, and to receive a free uniform for the school year. Parents were encouraged to become active members of the community and to celebrate the

spirit of the school, which includes cultural understanding.

At the start of the first day of school all school personnel, met and greeted children and parents in the school yard. This procedure has continued, as all teachers and the Principal are present at line up and dismissal. Newly enrolled students are paired with a buddy to ensure that the student is welcomed and becomes familiar with the campus, routines, practices, and key staff at the school.

18. What language electives are offered to ELLs?

As we are currently a K-2 school, the electives offered to ELLs constitute being in a Dual Language program where they learn in English or Spanish, rather than an ESL setting where students learn only in English.

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)?

A. In the 80:20 Kindergarten Dual Language program, students receive Social Studies, Science, Art, and Gym instruction in English.

They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster teacher. Students receive Art twice a week and gym once per week. In the 50:50 Grade 1 and 2 Dual Language classrooms, students receive Social Studies, Science, Art and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive

Science

and Social Studies five times per week (alternating weeks focusing on one content area). Since our Grade 1 and 2 Dual Language programs follow a "roller-coaster" schedule--Spanish every other day--the Science and Social Studies teacher changes language of instruction accordingly. Students receive art and gym instruction 1-2 times per week in English.

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B. English Proficient and English Language Learners are integrated throughout the entire day. Content areas in Science, Social Studies, Physical Education, and Art are taught separately. Language of instruction for content areas in Art and Physical Education is in English across grades. In Grade K, Science and Social Studies instruction is conducted in English. In Grade 1 and 2, Science and Social Studies instruction varies according to the language designated for the day, as we follow a "roller-coaster" model.

C. Language for instruction is divided as noted above in Section A and B.

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D. The Dual Language model we use in Grade K is self-contained 80:20. In Grade 1, we have one Dual Language classroom that is self-contained, whereby the teacher changes languages daily (For example, Monday instruction is in English, Tuesday instruction is in Spanish, and so forth.). In addition, we have an ICT, self-contained Dual Language classroom in Grade 1 and 2. Teachers also use the "roller-coaster" model, alternating languages based on the day designated.

E. In Kindergarten, emergent literacy is taught in Spanish. In Grade 1 and 2, emergent literacy is taught in both languages.

## C. Professional Development and Support for School Staff

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

1. The Professional Development plan for all teachers at the school in Year 1 of our new school include: Developing Objectives that are aligned to the Common Core Standards, Developing and using assessments that inform whether students have met the standards, Questioning, and Building a Positive School Culture. In relation to teachers of ELLs, these school-wide PD goals will have an added lens of how to think about these 4 areas of development relative to ELLs. For example, when thinking about objectives, teachers of ELLs will also receive PD on developing content and language objectives for students. All PD activities will relate to the four over-arching PD goals. In addition, PD will include curriculum mapping, ELL strategies, labsites/intervisitations, and policies and procedures.

Following is an overview of the PD planned throughout the year. Since we are a Dual Language school, all PD workshops will ensure that the needs of ELL students are addressed within each PD topic:

### Professional Development Plan

#### Overarching Year-long Professional Development Priorities:

- Setting Instructional Objectives Aligned to the Curriculum
- Assessment Aligned to Instructional Objectives
- Questioning
- Building a Positive Classroom Culture

#### August

- Building a positive school culture
- Mining for objectives through analysis of the CCLS standards

#### September

- Policies: Fire Drills, Chapter 408, Montefiore Health
- Classroom Management: Line Up, Class Rules, Behavior Plan, Transitions, Lunch Room/Recess Procedures,

#### Expectations for

##### Hallway Behavior

- Classroom Environment: Charts, Classroom Libraries
- Data and Assessment: Baseline assessments in Writing, Math, LAB-R Assessment Training, DRA Administration

#### Training

#### October

- Lesson Planning: Components, Scaffolded Lesson Plan, Math Scope & Sequence, ELA Curriculum
- Classroom Management: Line Up, Transitions
- Instruction: Supporting struggling writers, Team Teaching Formats & Expectations
- Policies: Lockdowns, Bathroom, Crisis Responding
- Data and Assessment: Training on Administering MoSL examinations, Scoring of MoSL Assessments, Estrellita program

#### and

assessment administration

## November

- Lesson Planning: Questioning, Hess' Cognitive Matrix, DOK Levels of Questions Posed, Reviewing State Assessments for the types of questions students will be expected to answer in the upcoming year, Development of questions for student-centered instruction
- Classroom Management: Creating Systems for students to become independent, Teaching students what to do when they move away from "green", Responsive Classroom
- Data and Assessment: Conference Notes, Data Analysis of DRA, Baseline, and MoSL data for small group instruction, Assessing students to determine if they have met the objective (tools and determining what is being assessed and why)
- Teacher Effectiveness: Domain 2: Classroom Environment

## December

- Lesson Planning: Development of questions for close reading, Development of questions for increasing the rigor in math
- Classroom Management: Revisiting and Living Our Core Values, Implementing Responsive Classroom Strategies
- Data and Assessment: Checks for Understanding, Continued Data Analysis of formative assessments for small group instruction, Efficient and Comprehensive Assessment Tools
- Teacher Effectiveness: Domain 3: Instruction

## January

- Classroom Management: Putting 7 Character Traits into Action
- Questioning: Evaluating Questions in Lesson Planning for Math, Evaluating Questions in Lesson Planning for Close Reading
- Data and Assessment: Evaluating Midline Baselines, Determining Next Instructional Steps through a review of data collected, Collecting and monitoring data on 7 character traits
- Teacher Effectiveness: Domain 1: Planning and Preparation

## February

- Lesson Planning: Using the Tri-State Rubric to evaluate lesson planning and unit mapping implementation (Dimension 1 and 2).
- Classroom Management: Developing charts that support independence, Continuing to support students in becoming active members of a learning community
- Data and Assessment: Differentiating assessments for students to demonstrate understanding of an objective, Teaching students to look at their data independently to set goals

## March

- Questioning: Questioning to Deepen Understanding
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Using State Assessments to monitor alignment between classroom instruction and formal assessments
- Teacher Effectiveness: Domain 4: Professionalism

## April

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Reviewing state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success
- Teacher Effectiveness: Domain 4: Professionalism

## May

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students to self-assess on their classroom behavior and set goals for next year
- Data and Assessment: Continue to review state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success, review endline assessment data and set goals for students

## June

- Curriculum Mapping for Upcoming Year
- Building a Bridge for a Positive School Culture Into the Upcoming School Year
- Data and Assessment: Helping students set goals for upcoming school year using their own data
- Reflection on 4 priority areas
- Setting PD goals for next year's 4 priority areas as a team

## Additional PD Workshops Throughout the School Year (including, but not limited to)

- Assessment administration (i.e. Estrellita, DRA, MoSL, Go Math)
- Increasing attendance
- Curriculum reviews in ELA and Math
- Workshops with Math Consultant
- DOE and State-wide policies
- Cook Shop
- Montefiore and Health and Wellness Related PD
- Positive communication between home and school
- Using technology tools in the classroom
- Using technology tools for instruction and assessment

2. Professional development for teachers of ELLs will still follow school-wide goals as noted in section 1 above. All PD will include a

lens regarding supporting ELLs in attaining Common Core standards. In particular, Questioning, Objectives, and Assessment are directly related to this goal.

3. As we are a new school serving K-2 students in Year 1, PD related to transitioning students from elementary to middle school is not a topic that will be covered until Year 3.

4. Teachers will be offered PD that will allow them to accumulate 7.5 hours (10 hours for special education teachers) for all staff, as per Jose P. Topics will be related to the four priority areas listed above. In addition, teachers will be offered PD related to learning about strategies for supporting ELLs, setting language objectives, and how to differentiate instruction. PD will be offered across the year. Copies of attendance sign-in sheets and the agenda will be kept in the binder.

## 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. PS 311 has a high degree of parent involvement on the part of parents of ELLs. This is attributed to the majority of the staff and Principal being dominant in both English and Spanish. Parents have expressed that they feel welcome due to presentations translated for them, the warm welcome they receive, and because all staff members meet and dismissal students--giving parents the opportunity to speak with teachers.

Parent Involvement is also noted in the volunteerism we have on the part of parents during school events. Our PTA has been formed, along with our School Leadership Team. We offer Cook Shop to parents so that they can learn about how to make a healthy meal for their families at home.

2. PS 311 partners with New Settlement to offer after school activities to students. Many parents partake of this opportunity as it provides an increased amount of time for students to spend on homework and extra-curricular activities. In addition, we partner with Cook Shop to provide parents with workshops on how to cook a healthy meal. We partner with Montefiore Health Clinic, which provides on site services to students. We also partnered with Montefiore to conduct a Flu drive and explain the benefits of a flu shot to parents.

3. PS 311 evaluates the needs of parents through parent surveys and informal meetings with parents on a daily basis. Most parents surveyed informed that they were interested in learning about ELA and math standards, and behavior management workshops.

4. Parental involvement activities address the needs of parents because we are responsive to what parents are interested in learning, based upon their responses on surveys and when they share their concerns with our staff.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: Lucero Elementary School**

**School DBN: 09X311**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kattia Cuba	Principal		11/14/13
	Assistant Principal		
	Parent Coordinator		
Kyeyeon Park	ESL Teacher		11/14/13
Jazmine Martinez	Parent		11/14/13
Nicole Rosado	Teacher/Subject Area		11/14/13
Tien Caceres	Teacher/Subject Area		11/14/13
Janet Allen	Coach		11/14/13
	Coach		
Angela Cooper	Guidance Counselor		11/14/13
	Network Leader		
	Other		