



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FAIRMONT NEIGHBORHOOD SCHOOL

DBN (i.e. 01M001): 12X314

Principal: SCOTT WOLFSON

Principal Email: SWOLFSO2@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: DAN FEIGELSON

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
Scott Wolfson	*Principal or Designee	
Dana Kirton	*UFT Chapter Leader or Designee	
Charisse Lewis	*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>)	
Gregoria Feliciano	CBO Representative, if applicable	
Ilka Rios	Member/ Parent	
Yajayra Melendez	Member/ Parent	
Gwynneth Sanchez	Member/ Parent	
Johanny Campusano	Member/ Parent	
Matthew Kirchmann	Member/ Teacher	
Samantha Kantor	Member/ Teacher	
Victoria Dallas-Stephenson	Member/ Coach	
Marcus Jaime	Member/ Guidance Counselor	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 80% of students in grades K-2 will achieve growth of two reading levels, as measured by the Fountas and Pinnell Benchmark Assessments

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.

According to the data generated by the Fountas and Pinnell Benchmark Assessment System that was administered in October 2013, 100% of our Kindergarten students and 32 % of First Grade students were reading at a Pre-A level. Only 10% of our second graders were reading on grade level.

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

Strategies/activities that encompass the needs of identified student subgroups:

- School-wide standardized assessment schedule that includes Fountas and Pinnell Benchmark Assessment System in September, Mid-Line Assessment in February and End-Line Assessment in June, and standardized periodic progress monitoring assessments for all students
- Professional Developments on administering standardized and accurate assessments for all students
- Data-driven creation of Tier II instructional groups for all students requiring additional instructional support to achieve grade level standard
- After each assessment, weekly grade teams will meet with the literacy-curriculum coach to review data, chart student progress, analyze gaps, and re-structure Tier II small groups, as indicated.
- Designation of school-wide daily RtI period, reserved for providing targeted instruction for all students.
- Creation of designated Intervention Team, comprised of staff members with administrative and instructional specialties to organize and implement assessment schedules, organize Tier II groups, provide direct services to identified Tier II groups with greatest need for support, provide ongoing indirect services to students via teacher support, and act as a referral team for individual students requiring Tier III services, potentially providing these Tier III services, and making referral decisions to school-based Pupil Personnel Team or Committee on Special Education
- Each teacher will receive a minimum of four classroom observations by school administrators and receive actionable feedback, as documented in Advance

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

1. Purchasing Foundations literacy intervention programs for every classroom.
2. Intervention Team comprised of administrators, special educators, Reading Recovery teacher and ESL teachers, that meet once per week
3. Utilization of flexible scheduling for special educators, ESL teacher, and teachers with additional literacy instructional specialties to act as Tier II group teachers
4. Purchasing of Fountas and Pinnell Benchmark Assessment System kit for each classroom
5. Purchasing of Fountas and Pinnell Leveled Literacy Intervention (RtI) complete kit for each classroom

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

1. Lowest third performing of K-2 students

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

1. September : Implementation of Fountas and Pinnell Benchmark Assessment
2. October: Implementation of Tier I RtI, Foundations. Implementation of Reading Recovery
3. December: Implementation of Leveled Literacy Intervention System
4. On-going Professional Development and interim assessments, including running records
5. February: Mid-line F&P assessments
6. May-June: End-line F&P assessments

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

- 1.Designated Data Coordinator to collect, analyze, and present assessment information to teachers and administrators regarding student achievement and progress
- 2.Providing Professional Developments by teachers, coaches, and specialists on administration of assessments, intervention program trainings, and instructional strategies to utilize within Tier II groups

Strategies to Increase Parental Involvement

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

- Provide a school-wide calendar and effectively communicate with parents pertaining to the assessment schedule and strategies to help their child prepare for tests
- Provide parents with clear and meaningful progress reports that clearly identify gaps in learning.
- Provide a clear protocol, procedure and forum for parents to address concerns they may have about their child's academic growth and all additional support options that are available

Budget and Resource Alignment

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

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

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, second grade teachers will improve their mathematical content knowledge and pedagogical practices for engaging students in mathematical thinking resulting in an increase in academic performance as evidenced by two growth levels on the Discovery Math Assessment.

Comprehensive Needs Assessment

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

The data generated by the Discovery Math Baseline assessment showed that 71% of our second graders are at a Level 1 in Operations; 66.6% at a level 1 in Base Ten and 53.6% are at a level 1 in Measurement and Data

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. Professional development offered by Metamorphosis to all second grade teachers, including onsite workshops and push-in classroom support on mathematical thinking and concepts, developing skills and understanding of TERC Investigations with CCLS, using data to differentiate instruction, incorporating academic language, questioning techniques, designing rigorous tasks and strategies for engaging students
- 2. Weekly grade two team meetings with coach and occasionally the Metamorphosis staff developer to review student work, analyze math data, and design instruction

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

- 1. Push in services from ESL teacher during math blocks
- 2. Consistent and coherent assessments of grade specific math standards to monitor student progress
- 3. Formal and informal observations using Danielson's Framework for Teacher Practice
- 4. Teacher support from Metamorphosis TLC and on-site Instructional Coach

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

- 1. Lowest third performing 2nd Grade students

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

- 1. September to June

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

Weekly, inquiry based, grade specific cohort and team meetings to identify gaps in student learning, plan and create lessons, analyze assessments, and plan implementation of support services needed to address those needs.

On-site, full time Instructional Coach provides support in the classroom and in individualized teacher/coach meetings.

Metamorphosis Coach provides supplemental support twice a month to second grade teachers.

Strategies to Increase Parental Involvement

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

- 1. Provide parents with 'letters from the classroom' updating parents on mathematical thematic unit being studied. The letter may include tips on how to support the students through games, related texts, and what readiness at the end of unit looks like.
- 2. Provide parents with clear and meaningful progress reports that clearly identify gaps in learning domains.
- 3. Ensure clear protocols for parents to arrange appointments with teachers to discuss student performance.
- 4. Inviting parents to monthly Sitting Down with Scott sessions where parents can bring questions and concerns, learn strategies to support their child's social, emotional or academic success, improve their own understanding of early childhood curriculum and the CCSS, and receive training on how to access online student learning tools, all in an informal social setting.
- 5. Each teacher will receive a minimum of four classroom observations by school administrators and receive actionable feedback, as documented in Advance

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, student attendance will increase by 2% and every classroom will be a safe and welcoming learning environment for students, where teachers have improved their ability to manage students in crisis and provide all students with effective interpersonal and conflict resolution skills, as measured by attendance data, classroom observations and a reduced number of student referrals for disruptive classroom behavior.

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.

Student attendance is currently 90% and of those that do attend, many experience a difficult learning environment caused by classmates that do not have strategies to solve problems and resolve issues that arise with their peers, disrupting learning and interfering with academic growth for all.

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. Professional Development for teachers provided by Emotionally Responsive Practices by Bank Street College
- 2. Professional Development and in-class support by Ramapo for Children, who work on behalf of children who face obstacles to learning, enabling them to succeed in the classroom, at home, and in life.
- 3. On-going on-site support from the Ramapo; inclusive of teacher support group, parent support group.

4. All School Town Meetings to support building the broader community of our school.
5. Daily Morning Meeting and other class meetings to address individual classroom concerns.

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

1. Consultants from Emotionally Responsive Practices, Bank Street College
2. Facilitators from Ramapo for Children
3. The Responsive Classroom Professional Development Kits: Morning Meeting, Teaching Discipline and Teacher Language.
4. Guidance Counselor to provide mandated counseling as well as at-risk support to children.
5. Children's Aid Society will introduce the Roots of Empathy program, whose mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults. It is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children, while raising social/emotional competence and increasing empathy. CAS also provides referrals for outside of school support to families, as well as providing a safe and enriching after-school program for our students.

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

1. Student attendance data
2. Reduction in the number students who are referred to Guidance Counselor as at-risk.
3. An increase in the number of students who are engaged and complete tasks in their classrooms.
4. An increase in overall student achievement as children develop stamina and the ability to self-regulate as stress is reduced for each child.

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

1. September: Observation and assessment of students in individual students' behavior by Bank Street College consultants
2. October: In-class support, After school teacher support group: Bank Street College
3. November: 3 week intensive with Ramapo for Children
4. December -June: continued support and development of student programs implemented by Guidance Counselor.
5. January-June: Onsite professional development and in-class support by Ramapo
6. September-June: Implementation of practices and strategies learned through on-going Danielson Framework aligned Professional Development ; Domain 2 -0 Creating an Environment of Respect and Rapport.
7. September-June: Collaborate with Children's Aid Society to address needs of individual families.

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

1. ERP consultants provide on-going feedback to individual teachers to support implementation of strategies and best practices.
2. ERP teacher support group provides teachers with opportunity to discuss common concerns, share successful strategies and defuse the stress experienced by new teachers.
3. Ramapo for Children Consultants provide feedback to teachers that will target areas that need improvement in teacher practices.
4. The Responsive Classroom Professional Development provides teachers with understanding of strategies to address and prevent bullying in the classroom.
5. School Guidance Counselor will provide continued support to children with mandated counseling. He will also create small groups that will address the needs of "at-risk" students.
6. Through our collaboration with the Site-Director of The Children's Aid Society we will continue to increase the role of CAS in supporting our families beyond the After School services already in place. We have successfully referred families who are receiving medical, mental health and material support through the CAS clinic and through CAS sponsors. Families have been provided with food, clothing, support in finding housing, and other needs that impact on the emotional stability of our students. We will continue to expand their role and increase available resources to our families.

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).

1. Office of Safety and Youth Development will provide a parent workshop on Cyber Safety
2. Bronx Borough Safety Director will offer a parent workshop on General Response Protocols

3. Emotionally Responsive Practices Monthly Parent Support Group
4. Parent Workshops to support parents in developing better parenting skills
5. Twice annual Parent Summit to provide parents with information about available services in the school and in the community.

Budget and Resource Alignment

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

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

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Goal and Action Plan #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.

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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.

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Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

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Budget and Resource Alignment

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

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

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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.

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Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Reading recovery • Fountas and Pinnell Leveled Literacy Intervention • Foundations • Fountas and Pinnell Guided Reading Instruction 	Data-driven small groups; one-to-one; parallel teaching model during identified intervention period	During the school day; Extended Day; At risk ESL periods, push-in and pull out
Mathematics	TERC Mathematics ESL teacher support SETSS Children's Aid Society After School Program	Metamorphosis co-teaching full class/small group ESL teacher push-in for math blocks SETSS provides small group support for mandated students CAS math class and Homework help.	During the school day; Extended Day; At risk ESL periods, push-in and pull out
Science	Direct instructional periods of science instruction; UDL based project learning	Data-driven small groups; one-to-one;	During the school day; Extended Day; At risk ESL periods, push-in and pull out
Social Studies	Non-Fiction social studies NYC Scope and Sequence based reading and writing groups; Social studies inclusion in all ELA units of study	Data-driven small groups; one-to-one; parallel teaching model during identified ELA intervention period. Direct instruction, full class with differentiated tasks in small groups	During the school day; Extended Day; At risk ESL periods, push-in and pull out
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotionally Responsive Practices Ramapo for Children The Responsive Classroom Guidance Counselor Children's Aid Society Social Worker Utilizing the abovementioned tools and supports we will develop and provide Direct service in emotional and social skill instructional support; Direct service in conflict resolution; Indirect teacher	Direct service push in and pull out, full class Indirect service (observations, teacher meetings, parent meetings, etc)	During school day; PPT meetings for indirect service with teachers and providers; Extended Day

	support/instruction in social emotional classroom differentiation; Speech/Language communication and language processing		
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**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.			
	School Wide Program (SWP)	x	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Teachers will receive focused and differentiated professional development. 2. Teachers' professionalism will be honored and encouraged as they choose professional development goals to pursue in addition to the administrator's chosen goal. 3. Increased parent involvement opportunities and CBO support for student needs will create a strong home-school partnership that will lead to a collaborative environment that ensures the retention and recruitment of highly qualified teachers. 4. Higher attendance rates will attract highly qualified teachers to a learning environment in which their instruction can have maximal impact.

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).
High Quality professional development is in alignment with PS 314's CEP goals and strategies as well as our School Improvement Grant. We firmly believe that all students can receive rigorous CCLS aligned instruction when teachers fully understand the content and can utilize effective instructional and pedagogical practices. To accomplish this, teachers participate in a myriad of professional development opportunities and in-class support provided by consultants and CFN instructional specialists. To ensure consistency and thorough understanding of practices, the principal and/ or Literacy Coach participate in most professional development opportunities alongside teachers. In addition to school level PD, CFN 203 provides regular professional development for teachers, paraprofessionals, guidance counselors, and administrators.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The School uses multiple sources of funding to support instructional initiatives

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
A full time intervention teacher was hired to support teachers and work with individual and small groups of students

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
We utilize creative programming so our ESL teacher and learning specialist can work with individual and small groups of

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 314
School Name Fairmont Neighborhood School		

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

Principal Scott Wolfson	Assistant Principal N/A
Coach Victoria Dallas-Stevenson	Coach N/A
ESL Teacher Alison Schmitt	Guidance Counselor type here
Teacher/Subject Area Kateri Huerta	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Gabrielle Levine-Venegas	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	186	Total number of ELLs	37	ELLs as share of total student population (%)	19.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	8
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
Dual Language										0
ESL	37	0	8	0	0	0	0	0	0	37
Total	37	0	8	0	0	0	0	0	0	37

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	16											31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1											5
TOTAL	8	12	17	0	37									

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	4	2											8

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)		3	11											14
Advanced (A)	6	5	4											15
Total	8	12	17	0	0	0	0	0	0	0	0	0	0	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		7	1										
	I		3	16										
	A													
	P													
READING/ WRITING	B		10	16										
	I		0	1										
	A													
	P													

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.

P.S.314X uses the Fountas and Pinnell Assessment System to assess the early literacy skills of our ELLs as well as each child in our school. Each child is administered a running record in order to determine his/her instructional level and benchmark level. The running record provides information regarding what cueing systems are or are not being used for decoding, what concepts of prints and reading strategies students have, and the level of comprehension on a scale of 0-7 for books leveled A - K and a scale of 0- 10 for books leveled L - N.

There is also a Letter Recognition component to the assessment kit which includes identifying upper-case and lower-case letters. The third and final component that we administer is the Sight Word Recognition test. All students are asked to attempt the 25 Sight Word list. For students who identify all sight words correctly, we move on to the 50 Sight Word list and thereafter the 100 Sight Word list. This assessment provides useful data for our ELLs, as it does for all of our students, because it gives teachers a starting point for creating individualized goals for their students as well as class learning goals. It also helps our support staff and coaches with creating groups of students with similar learning needs and designing instruction that aligns with the groupings and student levels.

For ELL students and Special Education students, NYSESLAT, LAB-R, and IEP data is used concurrently with the F & P data. We look at the goals of our students that are listed on the IEP and compare them with the data obtained from the baseline assessments.

For Kindergarten, all students with the exception of one scored on or below grade level for reading. This informed us that all students, not just those identified as ELLs, need strong core content reading support and then possibly Tier II and III interventions. Knowing our demographic ahead of time, we hired a Reading Recovery teacher to roll out her program with the lowest performing students.

We also planned ahead to incorporate RTI in the middle of our school day with the Leveled Literacy Intervention program. The MoSL team has looked through all of the baseline assessments - reading, writing, and math - in order to inform their groupings for RTI. ELLs are placed into RTI groups according to their strengths and weaknesses on those assessments, not just based on their classification as an ELL.

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

The data patterns across proficiency levels (on the LAB-R and NYSESLAT) are not directly related to the grade or age of the child. For example, there are six kindergartners who scored advanced on the LAB-R and two that scored beginner. There are four first graders who are scored as beginners (two from the LAB-R, two from the 2013 NYSESLAT), three scored as intermediate on the NYSESLAT and five scored as advanced on the NYSESLAT. There are two second graders who are scored as beginners, eleven scored as intermediate, and four scored as advanced on the NYSESLAT. The only pattern visible is the increase in intermediate students as age increases. It will be interesting to note that if next year when we have a third grade, if any of those intermediates will score as advanced or if any of the advanced will score as proficient.

When looking at the breakdown of the test scores in terms of speaking/listening and reading/writing, listening and speaking yielded much better results in relation to reading and writing across all grade levels. To further break down the data results, speaking skills were stronger than listening and reading was stronger than writing.

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 have affected our plan for instructional decisions in that, while we will still incorporate speaking and listening into all of our lessons, a heavy focus will be placed on reading and writing. When comparing the reading and writing scores from the 2013 NYSESLAT, the reading scores were almost double the writing scores, indicating that the weakest component for our students is writing. "Writing about Reading" is a daily part of instruction for our ELLs. FUNdations is a vital piece of the writing puzzle for these students, who often exhibit anxiety or frustration over not knowing how to spell a word. All teachers are working diligently at implementing FUNdations in their daily curriculum, and we predict this will improve both their decoding and encoding skills necessary for reading and writing.

Also, the patterns across the NYSESLAT modalities will inform instructional decisions for our RTI program throughout the year. The program chosen, LLI (Leveled Literacy Intervention) will provide:

- combined skills in reading, writing, and phonics/word study
- comprehension strategies
- Explicit instruction in various genres and attention to the features of nonfiction and fiction texts
- lessons around sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading to deepen and expand comprehension
- direct teaching of effective and efficient strategies for vocabulary expansion
- direct teaching for fluency and phrasing
- Use of writing about reading for the purpose of communicating and learning how to express ideas
- Communication tools for keeping parents informed about what children are learning and how parents can support them at home.

Fairmont Neighborhood School will use information about Annual Measurable Achievement Objectives to target subgroups of our ELL population based on the aforementioned data, as well as other forms data which include, but are not limited to, the home language of the students, number of years of ESL service, NYSESLAT progress, attendance, and future NYS ELA exams. From the AMAO, we will be able to notice trends and patterns pertaining to sub-groups of our ELLs over time.

4. For each program, answer the following:

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

:a.) For our Freestanding ESL Program, our ELLs are faring relatively the same in comparison to native English speakers. The reason for this lies in the demographics of the neighborhood. For example, there is a first grade class of twenty-three students without any ELLs. Based on the Fountas & Pinnell Assessment Kit, fourteen students are reading below grade expectancies. That translates to approximately 60% of the class underperforming in reading. In a second grade class with only one ELL, seventeen out of twenty-one students are underperforming in reading, which translates to approximately 81% of the class. In one kindergarten class that has only two ELLs, 100% are non-readers.

b.) School leadership and teachers are using the ELL Periodic Assessments to inform their daily instructional decisions. Groups are made based on this data within and outside of the classroom. School leadership has given the ESL team flexibility in how they create the groupings and based on the changing needs of the students, the groups rotate and/or change. The ESL team is administering the F&P Assessment Kit, along with the extra component called the Phonemic Awareness Assessment, bi-monthly.

c.) Fairmont Neighborhood School is learning about the rate at which each ELL progresses based on these bi-monthly Periodic Assessments. Some students have shown minimal growth, while other students have shown substantial growth. We are looking into the factors that could affect each child's progress. Some factors we are considering are:

- native language proficiency and use
- classroom teaching style versus learning style
- special needs (i.e. speech, SETSS)
- affective filter level
- home environment
- attendance

Native language is used on an "as needed" basis based on the child's native language proficiency and use. Our groupings reflect this native language need.

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](#).)

Fairmont Neighborhood School uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by using all data gathered from the MoSL. This data includes the F&P Assessment Set (running record, letter recognition, and sight word recognition), the Discovery Math Assessment, and the Content-Based Writing Baseline Assessment from EngageNY. The MoSL team will look for trends within that data in order to create groupings within classrooms. Students needing Tier II and Tier III interventions will be designated to their proper group and the Leveled Literacy Program (LLI) will be used accordingly based on the needs of said students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We ensure that a child's second language development is considered in instructional decisions by analyzing the results of the LAB-R, the Spanish LAB-R, the HLIS, and interviews with the student. For example, we have two students who scored 0 on the English LAB-R so all directions are translated into their native language by the Spanish-speaking ESL teacher. Tasks are then scaffolded for these students, as well as all ELLs. The ESL team sends out monthly newsletters with tips for scaffolding and instruction and invites classroom teachers to their cohort meetings.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school evaluates the success of our programs for ELLs five times a year. Our Measures of Student Learning (MoSL) includes the F&P Assessment Kit, the Discovery Math Assessment, and the rubric-based writing task from EngageNY. All data is entered into STARS and used to track student progress and growth.

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](#).)
Fairmont Neighborhood School implements the following steps for the initial identification of potential ELLs. First, our secretary, Ms. Rosie Soto, gives parents all forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Soto contacts our ELL Coordinator, Ms. Alison Schmitt (teacher), who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parents speaks a language other than English or Spanish, she contacts the translation unit, led by Ms. Kateri Huerta, by phone to assist in the process, conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parents preferred language for communication. Next, Ms. Schmitt or Ms. Kateri Huerta (Spanish-speaking ESL teacher) conducts an informal interview in English and in the native language with the child to determine dominant language. Then, Ms. Schmitt completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parents preferred language for communication, the information is entered on ATS. For students who are LAB-R eligible, a letter is sent to parents letting them know that the child will be tested. Then, the ESL team administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, then Ms. Huerta also administers the Spanish LAB within 10 days of enrollment. The child is placed in the proper program within 10 days of enrollment. Every year in the spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still entitled to receive services. The school forms an

ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until all ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from the previous school year are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

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.

The ELL Coordinator, Ms. Schmitt works together with the rest of the ESL team and the head of our partner agency, Children's Aid Society, to plan for the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand and explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to Free-Standing ESL. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS. Attendance records are maintained and date of viewing noted. At this time our community is asking mainly for Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly. If our school does not have the sufficient number of students of the same home language and on the same grade or two contiguous grades, and the parent demands either a bilingual or a dual language program, we will send the family's information to ELLProgramTransfers@schools.nyc.gov

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

Entitlement letters with Parent Survey and Program Selection Form attached are mailed to the student's home. A copy of this letter is also sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected we make copies of both. The originals are placed in a binder maintained by the ELL Coordinator.

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

After attending the Parents Orientation and filling out Program Selection Forms we look at the parent choice and we place the student accordingly. If parents do not select a program, the default program is Free Standing ESL. If parents choose a program that it is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.

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.

: Since our school is in its first year, we have not yet had to administer the NYSESLAT. We will be following the new procedures for administering the NYSESLAT, which were set into place in Spring 2013. The speaking subset will not be scored by the child's ESL teacher. A teacher other than that child's teacher will administer and grade the speaking portion of the test. The writing portion will be scored by a committee of teachers. The student's ESL teacher will not be on the committee and any teacher within the committee will not score more than half of that student's writing booklet. Every teacher on the scoring committee will be trained on how to score the writing and the speaking by looking at sample answers and scores. The reading and listening subsets are multiple choice questions and therefore do not need these strict grading procedures.

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.  At present, our community is choosing the Free-Standing ESL Program and this is the program offered at our school. As a first year school, we do not yet have the adequate number of students needed to create a Dual Language Program or a Transitional Bilingual Education program. After reviewing the Parent Survey and Program Selection Forms for our first year as a school, we noticed there was a spread in parent preference. We will keep reaching out to parents throughout this school year to educate them about the Transitional Bilingual Program in hopes that with another grade added to our school, we can offer this program as a choice. A third school is expected to be housed in our building next year that has voiced preparations for creating a dual language program. Therefore, we plan on offering a Transitional Bilingual Education program and will begin educating parents about the program this academic year.

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.) The organizational models of our school are push-in (co-teaching) and pull-out. There are two classes that are comprised of approximately 50% ELLs, which are the two classes that have the push-in model. Even within those classes, however, some of the students who are at the intermediate/beginner level are pulled out in order to meet the mandated minutes and receive more direct instruction.
 - b.) The program model for the push-in classes are heterogeneous, based on the skill being taught during that lesson. The program model for the pull-out classes is homogeneous, meaning that the proficiency levels are the same in each group. This model was chosen in order to meet the time requirements for each child.
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)?

:We have two full-time ESL teachers to service 37 ELLs. This allows us enough time during the week to meet the mandated time requirements for each individual student. Pushing-in to classrooms also allows us to see a larger number of students at once, so students are receiving targeted instruction in and out of the classroom.

 - a.) When we push-in to the classroom, we have ensured that ELA is being taught. Ms. Schmitt is in Ms. Reyes' 2nd grade classroom, which has 13 ELLs out of 20 students, for a total of two periods a day. During these periods, FUNdations and Writer's Workshop are being conducted. For 90 minutes, a targeted group of ELLs are pulled out during Reader's Workshop and Read Aloud to receive small group instruction. This totals 360 minutes a week for the 13 ELLs and an additional 180 minutes for the small group of four. Ms. Schmitt then has one advanced Kindergarten group that meets for one 45-minute period four times a week.

Ms. Huerta is in Ms. Trenkle's 1st grade classroom, which has 11 ELLs out of 22 students, for a total of two periods a day. During these periods, Reader's Workshop and Writer's workshop are being conducted. For 90 minutes, an intermediate group of students are pulled out from across grade levels four times a week. For another 90 minutes, a beginner group of dominant Spanish speaking students are pulled four times a week. This totals 360 minutes a week for the 11 ELLs and an additional 360 minutes for the two other groups of students.

Each of us also has a one-on-one group based behavior modifications and IEP goals. One student is advanced and receives 45 minutes of ESL four times a week. The other student is a beginner and receives 90 minutes of ESL four times a week. This totals 540 minutes per week.
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.

The content areas are delivered in each program model because we use a content-based approach to teaching. There is always a content objective and a language objective in every lesson. Language objectives are taught through the lens of subject we are studying, i.e. animals, plants, culture, character study. We use the K-8 Scope and Sequence for Science and Social to inform our content in combination with students' interests. Language objectives are taught both explicitly and implicitly. Common Core State Standards are aligned to every lesson and unit, with careful attention paid to Speaking and Listening and Language domains. Methods used to teach content and language objectives at Fairmont Neighborhood School are as follows:

 - visual supports
 - manipulatives and hands-on activities
 - in-depth inquiry on a focused topic around an essential question
 - anchor charting
 - balanced literacy (shared reading, guided reading, shared writing, independent reading, independent writing) and
 - Communicative Language Teaching (pair talks, interviews, Socratic Method).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Ms. Huerta, the Spanish-speaking ESL teacher, will translate parts of assessments as needed into the students' native language. For students whose native language is not Spanish, we have noticed they are not dominant enough in their L1 to need the

translation. If we have a child who does need native language translation in a language other than Spanish, we will contact a native speaking-pedagogue for assistance.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating reading, writing, speaking, and listening into all of our lessons. This way, students have ample time to practice English in each modality. We evaluate students formally and informally in all modalities by using teacher observations, baseline assessments, performance based-tasks, etc.

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.) We do not have any SIFE students in our school this year, but if we do in the future, we plan on understanding the history of the children, learning where the gaps in education are, and pinpointing the most appropriate place to start instruction. We will make sure all staff are sensitive to the needs of our SIFE students by informing all teachers that work with those students any information they would need to know.

b.) All of our ELLs are considered newcomers because they have been in US school for less than three full academic years. As a K-2 school in its first year, we differentiate based on students' levels, strengths, and weaknesses. We ensure that school culture is warm and welcoming by letting all students know they are safe, cared for, and that they are a part of a school family. While the scaffolds may be different for specific students, the content we teach them is the same.

c-e). N/A

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

Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general education classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids and manipulatives.

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

ELL-SWDs spend time with general education peers during ESL instruction. Students are grouped according to level of English proficiency, so you may find a mixed group of General Education and Special Education students working together. We have ELL-SWDs in Integrated Co-Teaching classes where 60% of the students are Gen-Ed students and 40% of the students have an IEP that calls for team teaching. Some of our IEP students are mainstreaming in Gen-Ed classes for the subject areas of ELA and Math. ELL-SWDs also spend time with Gen-Ed peers during arts and music, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL- SWDs. A double block common prep has been built in the teachers program so they can meet as grade teams. A common prep has been built in the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. In the future, we hope to use Title III grant money for an after school ESL program that can provide extra support beyond the classroom.

In order to help diverse ELL-SWDs achieve their IEP goals and attain English proficiency within the least restrictive environment, we try to push-in to classrooms as often as possible. The ESL teachers push-in to classrooms of ELL-SWDs and the SETSS provider pulls-out small groups based on the IEP. All teachers are flexible in their scheduling to accommodate the needs of these diverse learners. The curriculum is aligned to the CCSS, as well as the IEP goals. However, modifications are made and supports are put in place so that all students have access to the curriculum.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Teachers of English Language Learners are scheduled to meet weekly during our prep cohort to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition, each year during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-groups students according to the specific NYSESLAT skill(s) they came up lacking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. These students would be targeted for Tier II intervention. Intervention services at our school include:

- Reading Recovery
- SETSS
- Leveled Literacy Intervention

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

:Our current intervention program has been very helpful in jumpstarting the year because it provides us with data that we can use to target at-risk students for intervention. Due to the overall underperformance of our school, however, none of the students serviced by Reading Recovery are ELLs. The ELLs with IEPs are either in ICT classrooms or receive SETSS in ELA and/or mathematics. Since we are a new school with many newly hired teachers, the total time to complete the MoSL was a little longer than expected so next year we hope to begin implementing our RTI program as early in the year as possible.

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

New programs we hope to be considering for the upcoming school year, or even the latter half of this school year, would include an ESL after-school program, an ESL early-morning program, or an ESL power-lunch program. Once our Title III grant is submitted and approved, we can get these programs up and running. Also, we would also like to start implementing ESL parent breakfasts.

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

:At this point, we do not feel that any of the programs or services we provide for our ELLs should be discontinued.

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

: All ELLs at Fairmont Neighborhood School are afforded equal access to all school programs. Children's Aid Society offers an in-house after-school program in which all students are able to join. We hope to have our own ESL after-school program once Title III funds are granted.

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

Paste response to question here: The instructional materials used to support ELLs include:

- manipulatives such as magnetic letters
- dry-erase boards
- 1-on-1 iPad use for phonics, voice recording, letter writing, story reading
- interactive websites like BrainPopJr, StarFall
- realia (especially for science and social studies)
- guided reading libraries
- independent reading leveled libraries
- TERC Investigations for mathematics

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

:Native language support is delivered in our ESL program by using direct translation, introducing new vocabulary, introducing new concepts, highlighting cognates, clarifying information, or for furthering understanding of a topic.

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

Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are

encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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.

Newly enrolled ELLs can take advantage of our partnership with Children's Aid Society which operates over the summer. They provide various different activities and supports to help make ELLs and their families feel welcome in the community. We recommend CAS for new ELLs that arrive at any point during the school year. In September we provide an orientation for new students and their parents. We use a buddy system where we partner up newcomers with another student, preferably one who speaks the same language. We also give students a tour of our building and introduce them to the staff.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The overall school schedule was strategically created to permit professional development for all personnel who work with ELLs. The ESL Team conducts professional development during Cohort Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners.

In addition, the school ELL Coordinator is available to offer ELL trainings to the Lead Teachers during their weekly meeting.

All teachers that works with ELLs are sent to professional developments sponsored by the Office of English Language Learners.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. Any other members of the school personnel who work with ELLs and have not receive professional developments, are arranged to receive their professional development during Staff Development Day.

2. During PD days, professional development around the Common Core Learning Standards is given and supporting documents are provided. Teachers discuss the standards in jigsaw groupings and report out to the rest of the group. When PDs about the CCSS specifically related to ELLs arise, the administration does its best to send a pedagogue to the PD who would be responsible to turn-key the information back to the staff.

Some examples of PD's that we will attend are:

-monthly Danielson Framework PD's led by our principal or network leaders

-Nuts and Bolts ELL Coordinator Training: offered by the Office of ELLs

-NYISTELL Training PD's

-Reading and Writing Non-Fiction for ELL's PD's: year-long cohort featuring Tony Stead, offered by the Office of ELLs

3.N/A

4. As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, and academic language development. These PD sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and various days throughout the school year.

D. Parental Involvement

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

1. . As a new school, we have considered several possibilities that would involve ELL parents in our school community. One idea is an adult ESL program after school. This Adult ESL program would serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program would also provide information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests (for next year), as well as ways to help with homework.

We have already implemented parent breakfasts led by the principal as a way to disseminate important school information to parents. A translator is always present to provide the information in their native language. These monthly meetings are called "Friday's with Francesca."

We also have Town Meeting, which occurs every Friday morning. We invite parents of all students to sing along with our students as they sing our school song and share exciting news. Bilingual teachers and paraprofessional are present to help translate information.

Children's Aid Society as well as Bank Street's Emotionally Responsive Classroom hold monthly support groups for all parents in need of social or emotional assistance.

At P.S 314X, ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session.

Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

Our school also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. We post signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Our biggest partnership is Children's Aid Society which offers after school activities including homework help, sports, enrichment and math and ELA support. They also provide health services and mental health services.

We also partnership with Ramapo for Children, a socio-emotional program that aims to help young people learn to align their behaviors with their aspirations. Our partnership with Bank Street College's Emotionally Responsive Classroom is another socio-emotional program with representatives that regularly visits our school and helps manage the behavioral needs of all of our students.

Finally, we partner with Metamorphosis through TLC for mathematics. This program builds communicative fluency in math and helps to develop "Habits of Mind" that ELLs can use as a thinking tool for reasoning about mathematics.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Our school also has a Parents' Association and a School Leadership Team that allows for the voices of the parents to be heard and for their needs to be addressed.

4. Based on parents' response, the school designs parent involvement programs that meet the needs of the majority of the parents.

Our parents have strong ties to their culture so we plan on conducting cultural events such as feasts near Thanksgiving and December holidays. In the spring, we plan on having a music and arts festival since our students and their families have expressed a high interest in the arts. We have music, dance, and art housed in our school and the ELLs are able to express themselves artistically through an arts-infused educational program.

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.

Language Translation and Interpretation Plan:

Many of our children's parents speak a language other than English. The predominant language is Spanish with a small percentage of African language such as Mandingo and Fulani. Written translations are provided in English and Spanish 100% percent of the time. All school memos, calendars, and teacher letters are translated into Spanish. The parents who speak African languages did not request translation of written materials into their L1 on the HLIS, therefore we provide them with written communication in English. We have numerous staff members who are available for oral interpretation to ensure that all parents are provided with appropriate and timely information in a language they can understand.

After looking at the HLIS, we found out that written translation and oral interpretation needed to be in both English and Spanish. ATS reports, registration interviews, and parent meetings also helped us understand the need for English and Spanish translation. The administration clearly posts information in both languages in the main office and first floor hallway.

Services provided will be: calendars in both English and Spanish, major announcements in both languages, interpreters present at report card night and Back to School Night, memos written in both languages, etc. Documents are created simulatenously by a member of the Translation Team at our school to ensure timeliness of information being disseminated. Therefore, all of our translations and interpretations are done in-house by school staff and/or parent volunteers.

Oral interpretation services are provided in a timely fashion for parents in need of the translation. During meetings, orientations, conferences, etc., a translator is either scheduled to be present or called to come down and translate as needed. All oral interpretation services will be done in-house by school staff or a parent volunteer.

Our school has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. We post signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Wolfson	Principal		1/7/14
	Assistant Principal		
	Parent Coordinator		
Alison Schmitt	ESL Teacher		1/7/14
	Parent		
Kateri Huerta/ESL	Teacher/Subject Area		1/7/14
Gabrielle Levine-Venegas/SETSS	Teacher/Subject Area		1/7/14
Victoria Dallas-Stevenson	Coach		1/7/14
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		