



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** YOUNG VOICES ACADEMY OF THE BRONX

**DBN (i.e. 01M001):** 11x357

**Principal:** NADIA CRUZ-PEREZ

**Principal Email:** NCRUZ8@SCHOOLS.NYC.GOV

**Superintendent:** ELIZABETH WHITE

**Network Leader:** ELMER MYERS

**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
Nadia Cruz-Perez	*Principal or Designee	
Johanna Otero	*UFT Chapter Leader or Designee	
Melanie Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Youche Chia	Member/ UFT	
Jacqueline Richey	Member/ UFT	
Maria Perez	Member/ UFT	
Kevin Graula	Member/ UFT	
Maria Sanchez	Member/ Parent	
Lina Nieves	Member/ Parent	
Yasmine Tineo	Member/ Parent	
Abilene Garcia	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, 85% of students in grade kindergarten will be at level C or higher as measured by Fountas and Pinnell Benchmark Assessment System.

### **Comprehensive Needs Assessment**

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

During the months of September and October all students were given benchmark assessments using the Fountas and Pinnell Benchmark Assessment System. The benchmark assessments included a running record, sight word recognition, letter and sound recognition as well as early literacy behavior analysis. Results were entered into our school tracking system. The data was analyzed to identify student entry points. Based on the analysis 2% of our students were reading at a level C which exceeds the kindergarten standard. 1% were reading at a level A which is meeting the kindergarten standard for the beginning of kindergarten and 97% were nonreaders, identified as level AA which is approaching the kindergarten standard for the beginning of kindergarten. Based on Common Core Learning Standards students must leave kindergarten reading at grade level. Our focus is to provide the research based instructional decisions to support students in meeting this standard.

### **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: All teachers will participate in professional development practices that will support best teaching practices and student achievement. The focus will be in the areas of guided reading, reading strategies/skills, differentiated instruction and depths of knowledge (DOK).

1. Activity: The Literacy Liaison (Lead K teacher) will participate in Network 607 Literacy Lab workshops and turn key strategies to all kindergarten teachers.
2. Activity: Turn Around for Children Consultant will provide weekly professional development and in class support in the areas of cooperative learning groups and targeted grouping.
3. Activity: Principal will provide instructional support by modeling lessons, conducting observations and providing feedback using Danielson's rubric.
4. Activity: Teacher teams will analyze data/student work a minimum of three times a year using a protocol developed during the summer of 2013.

Strategy: Students will engage in rigorous curriculum and targeted instruction/interventions that promote academic growth.

5. Activity: One period per day students in kindergarten are homogeneously grouped and rotate to a different class to receive targeted instruction in the area of phonemic awareness and literacy behaviors.

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

1. Literacy Liaison will attend Network 607 Literacy Lab sessions held by Achievement Coaches.
2. Turn Around for Children Instructional Consultant will work with Principal and Teachers to identify and support areas of ineffectiveness.
3. DoE Talent Coach will meet with Principal to support implementation of Teacher Effectiveness Rubric.
  - a. Network Achievement Coach will meet with Principal to support with low inference observations and feedback using Danielson's rubric.
4. Teacher Teams (Inquiry and Grade Level)
5. All Teachers and kindergarten students
  - a. Resources:
    - i. Foundations will be used for targeted subgroups (at-risk, SWD, and ELLs)
    - ii. Fountas & Pinnell Literacy Intervention Kit will be used for targeted subgroups (at-risk, SWD, and ELLs)
    - iii. RAZ-kids
    - iv. Reading A-Z
    - v. Leveled and genre based classroom libraries

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

1. Using Danielson Framework informal and formal observations will be conducted by the principal to evaluate the professional development impact on instructional practices.
2. Foundations and Fountas & Pinnell Literacy Intervention Kit will be used for targeted sub-groups (at-risk, SWD and ELLs) as an RTI intervention.
3. Teacher teams along with the principal will conduct analysis of the data gathered from the assessments to evaluate trends and patterns across the grade and within classes. From this data goals will be set and strategies for implementation will be developed.

4. Teacher Teams will meet weekly as part of Inquiry or grade level meetings to analyze student data.
5. Phonemic benchmark assessments will be administered 3 times per year to track growth.

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

1. Bi-monthly Literacy Lab workshops beginning in October of 2013 and ending in June 2014.
2. Weekly workshops and in class support beginning in September 2013 and ending June 2014.
3. All teachers will be observed with a minimum of 6 informal and 1 formal observations beginning in October 2013 and ending June of 2014.
4. Weekly meetings will be held beginning in September of 2013 and ending in June of 2014.
5. 4x in a week students will mainstream beginning in November of 2013 and ending in June of 2014.

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

1. Literacy Liaison will attend bi-monthly Literacy Lab workshops provided by Network 607 and turn key information to teachers on a bi-monthly basis.
2. Turn Around for Children Consultant provides weekly workshops for a 50 minute session during the teacher’s lunch period and weekly in class support during the school day.
3. Principal will provide a minimum of 6 informal and 1 informal observation along with a minimum of 3 post observation conferences
4. Grade level team meetings will be comprised of the 4 kindergarten teachers along with principal and will meet 2x a month x 9months for a 1 hour session.
5. Homogeneously grouped kindergarten students will mainstream 4x per week for 8 months for a 50 minute period.

**Strategies to Increase Parental Involvement**

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

Parent Workshops (Pastries with Principal Perez) in the area of Literacy, presented by the Principal.  
 Parental access to RAZ-kids to support students in reading leveled text at home.  
 Parent teacher conferences done 2x a year.  
 Interim progress reports that provide specific strategies or behaviors for parents to focus on at home.

**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	Grants

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, 85% of students in grade kindergarten will move at least 1 level on the kindergarten writing standard 2: use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, of the Common Core Learning Standards as measured by the NYC Performance Assessment for writing.

**Comprehensive Needs Assessment**

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

During the month of October the NYC Performance Assessment in writing was administered to all students. Teachers assessed student writing using a common core aligned rubric developed by the DoE. Based on the analysis 65% of our students performed below the grade level standard (KW.2) and 35% performed at a level 2 (approaching the standard). Our focus is to provide the research based instructional decisions to support students in meeting this standard.

**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: All teachers will participate in professional development practices that will support best teaching practices and student achievement in writing.
1. Activity: Teacher Teams will evaluate student writing assessments and work a minimum of 3x throughout the year to identify trends using a protocol developed during

the summer of 2013.

2. Activity: Teacher teams will develop rigorous lessons using common core learning standards and Lucy Caulkins Units of Study
3. Activity: Teacher Teams will develop common core aligned rubrics and checklist.

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

1. Teacher Teams (Grade Level, Inquiry and Curriculum Mapping Committee)
2. Teacher Teams (Grade Level, Inquiry and Curriculum Mapping Committee)
3. Teacher Teams (Grade Level, Inquiry and Curriculum Mapping Committee)

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

1. Teacher teams will conduct analysis of student work to evaluate the effectiveness of lessons based on student growth looking for a minimum of one level growth based on common core aligned rubric.
2. Teachers will share highly effective lessons during curriculum mapping meetings to modify units of study.
3. Teacher teams review standards to discuss the alignment of the rubrics 3x in the year.

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

1. Weekly meetings will be held beginning in October of 2013 and ending in June of 2014.
2. Bi-weekly meetings will be held beginning in November of 2013 and ending in June of 2014.
3. Weekly meetings will be held beginning in October of 2013 and ending in June of 2014.

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

1. Inquiry Team will be comprised of 2 pre-kindergarten teachers, 2 paraprofessionals, 4 kindergarten teachers and 2 content area teachers meeting weekly X9 months for 37 ½ minutes.
2. Curriculum mapping committee will be comprised of 4 teachers and principal meeting 2x a month X8 months for 90 minutes at the per session rate
3. Inquiry Team will be comprised of 2 pre-kindergarten teachers, 2 paraprofessionals, 4 kindergarten teachers and 2 content area teachers meeting weekly X9 months for 37 ½ minutes.

**Strategies to Increase Parental Involvement**

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

Parent Workshops (Pastries with Principal Perez) in the area of Literacy, presented by the Principal.  
Parent teacher conferences done 2x a year.  
Interim progress reports that provide specific strategies or behaviors for parents to focus on at home.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, 80% of students in grade kindergarten will move at least 1 level in 3 out of 5 of the Common Core Learning standards skills strands as measured on the NYC Discovery Math Performance 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.

During the month of October the NYC Discover Math Performance Assessment was administered to all kindergarten students. Teachers received an item analysis of the proficiency by skill in summary reports by class and individual students. Based on the analysis more than 50% of students did not meet proficiency on 3 of the 5 skill strands. Our focus is to provide the research based instructional decisions to support students in meeting this standard.

### **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: All teachers will participate in professional development practices that will support best teaching practices and student achievement in mathematics.

1. Activity: A minimum of 2 classroom observations will be conducted in the area of mathematics to observe practices across competencies 1e, 3b, 3c, and 3d of the Danielson rubric.
  2. Activity: Teachers will modify lessons according to data analysis and feedback received from the observations conducted in Activity 1.
  3. Activity: Teachers will use differentiated instruction through process, work product and math centers to meet student needs.
- Strategy: Students will engage in rigorous curriculum and targeted instruction/interventions that promote academic growth.
4. Activity: Students identified as at-risk (performing at a level 1 on 3 out of 5 skill strands) will use iReady Diagnostic and Instruction

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

1. Principal and Network Achievement Coach
2. Principal and teachers
3. Teachers and Turn Around for Children Consultant
4. Teachers and kindergarten students

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

1. By March 2014 all teachers will be observed in the competencies describe in Activity 2 and show a 1 level growth in effectiveness according to the TE rubric.
2. 50% of lessons will increase their effectiveness rating by one level from the original lesson to the observation of the modified lesson.
3. Evidence of differentiated instruction will be observable in daily mathematics instruction
4. Teachers will conduct analysis of iReady diagnostic as compared to performance assessment to evaluate alignment and student progress.

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

1. All teachers will be observed with a minimum of 2 observations in the areas of mathematics beginning in October 2013 and ending June of 2014.
2. Modifications to lessons will be made within 2 week post the documented cycle of observation.
3. Beginning in November of 2013 teachers will implement differentiated lesson and structures within their math block.
  - a. Teachers will meet with Turn Around for Children Consultant beginning in September 2013 and end in June 2014.
4. Beginning in November of 2013 and ending in June of 2014, at-risk students will use the iReady computer program.

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

1. Principal will provide a minimum of 6 informal and 1 informal observation along with a minimum of 3 post observation conferences.
2. No cost associated with this activity.
3. Turn Around for Children Consultant provides weekly workshops for a 50 minute session during the teacher's lunch period and weekly in class support during the school day
4. At-risk students will use i-Ready a minimum of 3x per week X8months for 25 minute sessions

### **Strategies to Increase Parental Involvement**

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

Parent Workshops (Pastries with Principal Perez) in the area of Mathematics, presented by the Principal.

Parent teacher conferences done 2x a year.

### **Budget and Resource Alignment**

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

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

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations Fountas and Pinnell Reading Intervention System	Small group instruction	During school day
<b>Mathematics</b>	iReady	One to one	During school Day
<b>Science</b>	N/A	N/A	N/A
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>School Psychologist will provide directional therapy to enhance academic and focusing skills as they complete assigned task. Cooperative play is used as a technique to strengthen social skills.</p> <p>Guidance Counselor will provide 1 to 1 or small group counseling, academic support and social skills support. GC will support teachers in developing behavior modification strategies for at risk students.</p> <p>Social Worker will provide crisis therapy to help students express and cope with behavior problems.</p>	<p>One to one or small group</p> <p>One to one or small group</p> <p>One to one or small group</p>	<p>During school day</p>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

To ensure that staff highly qualified staff is hired we take part in job fairs, informational fairs in colleges. To establish cohesive criteria for hiring, a committee is formed. The committee develops a rubric for resumes, interviews, and demonstration lessons. Committee members take part in the selection process to ensure perspective hires meet the criteria that. Staff members are provided with professional development in the following ways:

- Mentoring (new teachers)
- Kagan workshops and in class Kagan support from staff developer
- Literacy Liaison workshops provided by Network 607
- Workshops and in school support provided by the Office of Early Childhood
- Smart board training provided by Teq
- Model lessons, planning sessions and workshops provided by the Principal
- Danielson's Framework training provided by DOE

Teachers are assigned according to their license and areas of expertise. All teachers are observed and provided with feedback in accordance to Danielson's Framework of Effectiveness.

**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).

Staff members are provided with the following professional development opportunities:

- Mentoring (new teachers)
- Kagan workshops and in class Kagan support from staff developer
- Literacy Liaison workshops provided by Network 607
- Workshops and in school support provided by the Office of Early Childhood
- Smart board training provided by Teq
- Model lessons, planning sessions and workshops provided by the Principal
- Danielson's Framework training provided by DOE
- Curriculum planning afterschool to align units of study to the CCSS
- Inquiry sessions to analyze student work based on the CCSS

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

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

The funds are consolidated to meet the intended purpose of each program. A school guidance counselor provides students with at-risk counseling and character development lessons on various topics.

**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.

The programs we have selected to use (Imagine Learning, Foundations, Fountas and Pinnell Intervention Kit and iReady Math) will assist participating students to meet proficiency by targeting their specific area of need. Students are assessed and services are provided according to the analysis of the data. For example if the root of a child's lack of progress is identified to be letter sound recognition the child receives targeted instruction using Foundations. Having the various entry points and interventions that target different areas allows students to receive the specific intervention necessary. The support is monitored to see its impact on student progress.

**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).

The Principal meets with the teachers to plan and coordinate intervention services so that the students are minimally removed from their regular classroom during the day. Through the coordination students are grouped and receive targeted intervention 3x a week for 1 period of rotations. This allows the students to receive targeted intervention within their regular school day in a smaller setting.

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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

- .

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

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

## Part I: School ELL Profile

### A. School Information

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>357</b>
School Name <b>Young Voices Academy of the Bronx</b>		

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

Principal <b>Nadia Cruz-Perez</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Rebecca Lennon</b>	Guidance Counselor <b>Youche Chia</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>Melanie Morales</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>56</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>19.64%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	0
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	0	0		11	0	0	0	0	0	11
Total	0	0	0	11	0	0	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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)	8													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)														0
Advanced (A)	3													3
Total	11	0	0	0	0	0	0	0	0	0	0	0	0	11

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
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.  
As a school we are assessing our kindergarten students using the Fountas and Pinnell assessment kits. We assessed their letter identification, phonemic awareness, and reading ability. The data showed that our 11 identified ELLs scored a level 1 proficiency in demonstrating understanding of spoken words, syllables and sounds. Our ELLs did not show evidence of early literacy behaviors or ability to read at a beginner level A.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
We are a brand new elementary school serving grades pre-kindergarten and kindergarten this year. We will grow every year until we serve grade 5. We administered the Lab-R within the first 10 days of school to identify our ELLs. At this point we do not have NYSESLAT data.
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 [AMAQ tool](#))  
N/A new school as of September 2013 with only pre-K and K
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?N/A new school as of September 2013 with only pre-K and K
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](#).)  
Since completing benchmark assessments in late October we are currently using RTI to guide our instructional decisions. As part of Tier I we selected a rigorous evidence based curriculum, Core Knowledge and Foundations. We have modified lessons to include language development and supports for ELLs where appropriate. As part of Tier II we have small group targeted instruction using additional materials/resources provided by curriculum specifically for ELLs. Students are also using Imagine Learning for additional support.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
N/A new school as of September 2013 with only pre-K and K
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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](#).)

Paste response to question here: During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue with the student and parent in English and in the native language. Using the HLIS rubric, all new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) is administered the Language Assessment Battery-Revised (LAB-R) by the ESL teacher. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB is administered by the ESL teacher with an interpreter that is proficient in English and Spanish. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations.

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.

Paste response to questions here: To ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, an Entitlement letter is mailed, emailed and/or hand delivered to the parents inviting them to a Parent Orientation meeting/session. As a follow-up, we call parents informing them of their child's entitlement to ELL services and again invite them to the Parent Orientation session. At this meeting the ESL teacher in collaboration with the Parent Coordinator and administrators have the parents view the DOE DVD (available in translated version) which demonstrates and describes the instructional programs they can choose for their child. Once the DVD is viewed, the ELL Parent brochure, further detailing the ELL Programs offered by the NYC Public Schools is distributed with the Parent Survey and Program Selection Form. Parents are asked to complete the form and select a program of their choice to ensure their child receives entitled services as soon as possible. PS 357 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. The session is then opened for a Q & A session.

We strive to collect the Parent Survey and Program Selection Form within the ten days of enrollment. For parents who did not attend the orientation and have not completed the survey, the parent coordinator calls each one and sets up an orientation appointment.

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

Using LAB-R results entitlement letters are mailed and backpacked home with students.

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.

Paste response to question here: During the parent orientation, parents are asked to fill out the Parent Program Choice and Parent Survey forms. Students are placed according to the programs chosen by their parents. Currently PS 357 is a Pre-K, K school and has 11 ELLs. Of those 11 ELLs, only 6 are Spanish speaking while the remaining 5 all speak different languages.

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.

Paste response to question here: All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT will be administered by the ESL teacher annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services.

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. 
- This is our first year with Kindergarten students and therefore there is no past data on Parent Survey and Parent Program Selection forms.

## **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])?

We have two general education classes, one of which is a self-contained ELLs class and an ICT class. Instruction is delivered using push-in services and self-containment. Students are engaged in learning using homogeneous and heterogeneous grouping. One block a day students travel together to receive targeted literacy instruction.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The kindergarten classroom teacher provides the students with the ESL services throughout the day imbedded in her daily instruction. She also sets aside a period a day when all the ELLs travel to her for targeted instruction.

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.

All classroom instruction regardless of content area is delivered in English. Teachers use realia, picture support, extensive modeling, exemplars, and scaffolding throughout their instruction. Language/vocabulary objectives are set for lessons. Students are challenged to ask and answer questions that are text based using the Cognitive Rigor Matrix. Students engage in a great deal of cooperative learning activities to allow students to partack in meaningful conversations with their peers as well as the teacher. Lessons are aligned to the common core standards and differentiated as needed using UDL. Our curriculum consist of Core Knowledge and Lucy Caulkins Units of Study (ELA), Go Math and FOSS (Science).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A new school as of September 2013 with only pre-K and K
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
N/A new school as of September 2013 with only pre-K and K
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).

N/A new school as of September 2013 with only pre-K and K

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

Teachers use the materials and resources provide by their curriculum programs which are grade appropriate. They also use Imagine Learning, RAZ-kids, Go Math student links to support student learning.

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?

We use flexible programing allowing our ELL-SWDs to receive their needed services/instruction to reach their IEP goals.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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### Courses Taught in Languages Other than English

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

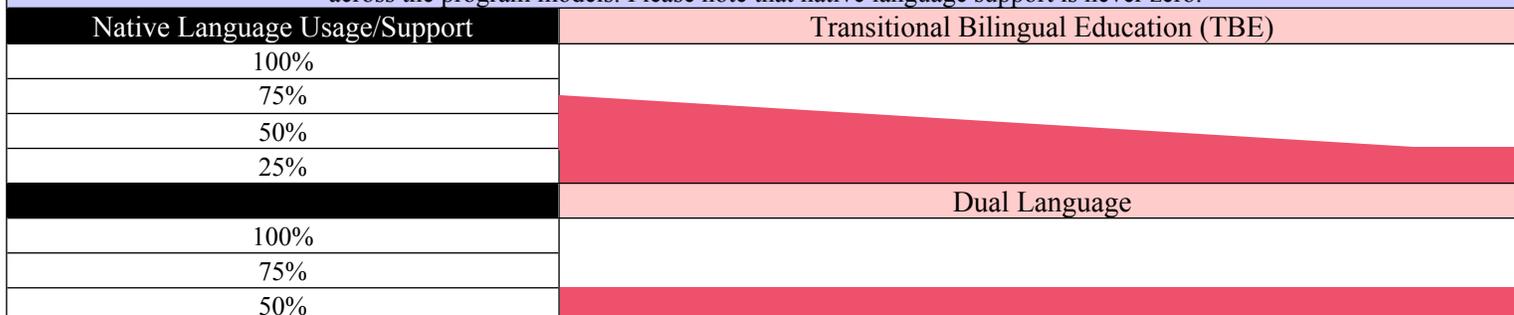
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
Intervention services include differentiating instruction based on various entry level needs, targeted small group instruction using Foundations and Imagine Learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Effectiveness can not be measured at this time.
11. What new programs or improvements will be considered for the upcoming school year?  
N/A new school as of September 2013 with only pre-K and K
12. What programs/services for ELLs will be discontinued and why?  
N/A new school as of September 2013 with only pre-K and K
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are part of our after school program, Neighborhood Initiatives development Corporation which provides homework help and ELA and Math support through activities that are aligned with our curriculum.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELLs have access to laptops and desktops in every classroom. They use Image Learning and RAZ-Kids.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
N/A
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
N/A new school as of September 2013 with only pre-K and K
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.

Our ELLs teacher receives professional development in the Implementation of common core aligned lessons, analyzing student work/data to modify instruction and provided appropriate and meaning scaffolds. Teacher's have also received curriculum based professional development.

### **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?

As a new school for the past 2 1/2 months we have provided our parents with translations for all newsletters, flyers and letters. We have also translated all events, workshops and meetings.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

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