

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE LEXINGTON ACADEMY

DBN (i.e. 01M001): 04M072

Principal: ANTONIO HERNANDEZ

Principal Email: AHERNAN7@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Antonio Hernandez	*Principal or Designee	
Stacy Ramos	*UFT Chapter Leader or Designee	
Brittany Kelley/	*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	
Ashley Cussen	Member/ Teacher/Chairwoman	
Michael Thompson	Member/ Teacher/Secretary	
Robin Sandler	Member/ Teacher	
	Member/ Teacher	
Berenice Moran	Member/ Parent	
Adriana Ramirez	Member/ Parent	
Erika Rodriguez	Member/ Parent	
Lizet Flores	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, parental involvement will reach 100% as evidenced by the participation in the parent teacher conferences and workshops.

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.

Based on previous Parent Teacher conference attendance, which generally hovers at about 92%, the PTA, and the SLT found a need, based on the Chancellor's Pillars and Capacity Framework, to increase parental engagement and involvement.

Aligning with the fundamental practices of what makes a quality school; this goal will be aligned with the DOE's **Quality Review Statement** 1.4 which calls for "Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults" and 3.4 which calls for "Establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. This goal is also relevant in that it is aligned with the Chancellors' Pillar #3: Engage Parents in all Aspects of School Life. It has become increasingly important to make sure that our parents are actively involved, and engaged in the school community, and that the entire school community, including members of the SLT: PTA, School Administrators, Teachers, and Support Staff, actively provide parents with venues for becoming active in their child's educational journey.

Instructional Strategies/Activities

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

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

1. The SLT will focus on ensuring that parents are active members of the SLT decision making process. The principal and the parent coordinator will actively seek opportunities for CBOs to actively engage parents and provide parents with opportunities to take part in the community based programs that actively support their children's achievement.
2. The SLT will support methods for ensuring that parents are aware of the four parent teacher conferences, i.e., alerting parents at the PTA meetings, handing out flyers, phone blasts, and passing the information by word of mouth.
3. School Literacy Coach, Principal, and PTA will work collaboratively to provide parents with knowledge and resources around the CCLS for both mathematics and ELA during the afternoon and evening of the parent teacher conferences as well as Saturday Academy.
4. September Parent Teacher Conference-Teacher teams will meet with parents by grade level first-share curriculum/instructional goals for the year; expectations for the school year. Then, teachers will provide parents with individualized supports in their children's classrooms.
5. November, March, and May-individualized parent conferences with modified STARS progress report cards aligned with the CCLS.
6. Newsletters- Monthly newsletters will be sent home by each grade in order to inform parents of classroom learning, curriculum goals, events, as well as other school-wide pertinent information.
7. Parent Engagement Workshops- Seven parent engagement workshops will be held throughout the school year. These workshops will focus on giving parents support and information regarding their child's learning in school as well as how children can be supported at home.
8. Evening events- School-wide afternoon/evening events such as Halloween Extravaganza, Literacy Night, Poetry Café, Science Fair, and LA Arts Night will keep parents involved in the school-wide community.
9. Thematic Assemblies-Thrice yearly, thematic assemblies will be held in December, February, and May. Parents will be invited to see their children's performances as well as support the assemblies by taking an active role in staging, costume, and other hands-on activities.
10. Respect Rallies- Monthly respect rallies are held to promote positive behavior in the school in which students are recognized and rewarded for respectful behavior. Parents are welcome to attend.
11. PTA meetings- Monthly PTA meetings will help to keep parents abreast of school events, happenings and important information. As part of the Chancellor's pillar, and in keeping with By-laws of the PTA teachers will be invited to attend the PTA's monthly meetings.
12. Awards Ceremony- There will be an awards assembly in June to recognize parents who have been active in the school community and shown exemplary commitment and engagement to the Lexington Academy school community and their child's achievement/education.
13. Additional parent engagement workshops will be provided to support parents of SWD's & ELL's. These workshops will be provided by OT, PT, Speech teachers, guidance counselor, school psychologist, & social workers.

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

- 1. PTA President, Principal, Assistant Principals, Literacy Coach, Teachers, Parent Coordinator, Teacher/Parent Members of the SLT, and CBOs.,

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

- 1. 100% Parent attendance at Parent Teacher Conferences
- 2. 100% Parent participation in PTA meetings
- 3. 100% Parent attendance at Parent Engagement Workshops
- 4. Parent / SLT member outreach i.e., flyers, invitations, etc to parent community
- 5. 100% of parents completing the Learning Environment Survey at the March parent teacher conference

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

- 1. This goal will become effective at the start of the academic school year 2014 and continue through June 2015. As identified in the "Instructional Strategies/Activities section of this goal, different activities will take place throughout the school year to support the timeline implementation of this goal.

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

- 1. Some of the details will include the alignment of the PTA agenda with key information to ensure that parents are aware of the purpose of the conferences.
- 2. The principal will provide parents with useful information, i.e., questions to ask their child's teacher regarding their progress and strategies for supporting their children at home.
- 3. Use of Global Connect to support outreach, ensuring parent participation. Principal will organize the schedule to allow for key teacher members of the PTA to be present at the PTA meetings and executive meetings as requested by the PTA.

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).

This goal is completely aligned to parental involvement and engagement. Including clear alignment to the school's PIP and Title I funding. In addition it meets the revised 2014 Quality Review components of Well Developed and the Chancellor's Capacity Framework and Pillars (#3).

Budget and Resource Alignment

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

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

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 the end of the academic school year, June 2015, the school's student attendance will increase from the current School Quality Snapshot end of year rating of 92% to 97% a 5% increase that will exceed the Citywide Expectation of 95%.

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 last two academic years, in 2012--2013 and 2013--2014 we have seen a decline followed by a leveling out of students' attendance. The attendance rates were 92.3% and 92.0% for each year respectively. Our level 1 attendance is correlated with the number of level 1s on the NYSTP. The School Leadership Team has come to consensus that this goal is important enough to continue into the current academic year with an additional 5% increase over the last two years.

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. This goal is closely aligned with other strategically aligned components of our school-wide activities addressing the Chancellor's Capacity Framework, including RTI-A (academic) and RTI-B (PBIS/behavioral).
2. The goal will be achieved via very strategic activities as outlined below:
 - Attendance Support Team will meet bi-weekly led by the Principal. At each meeting, the principal and the Attendance Support Team will analyze student attendance within predetermined categories (listed below). The students' progress will be evaluated as well as the steps that the individual staff members have implemented to support increased attendance. Such steps may include but not be limited to the outreach of EHACE staff, school social worker; wake-up calls using the global connect system, and outside agencies and resources as needed.
 - School-wide attendance policy will be developed by the Attendance Support Team. The Attendance Policy will be developed collaboratively by the members of the Attendance Support Team including parents and the newly assigned attendance teacher.
 - Attendance Policy and best practices will be shared school-wide including with students, teachers and parents.
 - Attendance and attendance policy will be highlighted as part of the PIP.
 - Teachers will be provided with clear guidelines for reporting absences, supporting students and their families with attendance improvement.
 - Students that fall within the "Satisfactory" category with 100% attendance will be recognized publicly via classroom visits by school administrators, will receive recognition monthly at PTA meetings where there parents will also be applauded for their role in their child's success. This practice is well aligned with our PBIS approach to positive approach to making students feel welcome in our school.
 - Students and their parents that meet the satisfactory rating of 100% per month will be recognized on the wall of "Fame."
 - Students will be discussed, categorized, and designated a support staff as follows: **Severe+** (0--39% attendance—attendance officer, the principal and assistant principal); **Severe** (40%--79%—the school dean and social worker); **Chronic** (80%--89%--the school dean and social worker); **At-Risk** (90%--94% the school dean and social worker); **Satisfactory** (94%--99% the community coordinator and the parent coordinator).

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

1. The principal, the assistant principal, the school social worker, parent coordinator, two parents from the SLT, community coordinator, attendance officer, school nurse, and network point person will each play vital roles in the realization of this goal.

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

1. RISI/RSMR reports that will be color coded according to categories mentioned in section A above.
2. Monthly ATS PARs
3. Bi-weekly meetings to analyze individual student improvement.

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

1. The goal will begin in September 2014 and go through June 2015. The goal will be measured on a monthly basis and will be monitored by the two members of the SLT and the principal that will share the data on a monthly basis with the school and the SLT. The goal's final attainment will be measured in June 2014.

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

1. Monthly meetings (bi-weekly) will be scheduled for the entire academic school year.
2. Specialized recognitions will be organized for students with perfect attendance.

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).

Parents will be a critical part of the follow up and support that all students will receive. Parental engagement will be especially important toward helping each student exceed the 97% citywide expectation. Please see goal number 1 above for opportunities for parental involvement. Additionally, parents on the SLT will provide parental perspective

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June there will be an increase the percentage of students who score 3's or 4's on the NYS ELA test from 13 to 23%.

In keeping with the citywide expectations and Quality Review Statements, 1.1; 1.2; 2.2; and 3.4 School leaders consistently communicate high expectations professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations. The ultimate measure of this goal will be the results of the NYS ELA Assessment. Additional supports will include the Advance System in which school leaders will complete observations aligned to the Charlotte Danielson Framework. Professional development throughout the year, starting in September 2014 that will address components of strategically designed inter-visitations that focus on best practices around instruction. Increase the percentage of students who score 3's or 4's on the NYS ELA test from 13 to 23%. This will be accomplished by 2014/2015 school year.

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.

This goal has been generated after the SLT and school community received the scores from the NYS ELA exams taken in the 2013-2014 school year. The mathematics instruction is going to be continued to be developed and implemented to support students' progress to increase their test scores. The purpose of increasing NYS mathematic tests in our school is to close the achievement gap of city wide averages.

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. AIS
2. ESL
3. RTI
4. Saturday Academy (3rd, 4th, 5th)
5. After-School
6. Socratic Seminar in the 6th grade and literature circles in grade 3 and 4
7. Pre-Post Assessments
8. Literacy Circles
9. SWD's and ELL's will be provided with scaffolds, visuals, individual conferences, small group instruction, and graphic organizers. All facets of instruction/ activities will be differentiation to cater to the individual of SWD's and ELL's.

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

1. Teacher Teams
2. Literacy Coach
3. Assistant Principals
4. Principal
5. Staff developer

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

The administrative team will utilize data from ARIS, informal classroom data, and school-wide assessments, i.e., writing on demand to identify and evaluate the progress of this goal. Among the reports used to support this goal L2RPT, NYSITELL and information from the Advance System.

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

1. September 2014 – June 2015 to be fully evaluated when NYSTP provides summative data from tests.

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

1. To support this academic goal, effective classroom practices will be implemented to improve student learning and close the achievement gap on statewide assessments.
2. The principal will provide specialized schedules to allow teachers to receive support from the staff developer.

- 3. Intervisitations for teachers to see and share best practices.
- 4. The staff developer will provide modeling opportunities for teachers to see best practices.

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).

Parents will be engaged in similar classroom visits. With a more focused classroom visit, i.e., focus on rigor, and engagement.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	X	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.

By June there will be an increase in the percentage of students who score 3's or 4's on the NYS Mathematics test from 23 to 33%.

In keeping with the citywide expectations and Quality Review Statements, 1.1; 1.2; 2.2; and 3.4 School leaders consistently communicate high expectations professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations. The ultimate measure of this goal will be the results of the NYS Math Assessment. Additional supports will include the Advance System in which school leaders will complete observations aligned to the Charlotte Danielson Framework providing targeted feedback for teachers to improve in their practice. Professional development throughout the year, starting in September 2014 that will address components of strategically designed inter-visitations that focus on best practices around instruction. Increase the percentage of students who score 3's or 4's on the NYS Math test from 23 to 33%. This will be accomplished by 2014/2015 school year.

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.

This goal has been generated after the SLT and school community received the scores from the NYS Mathematics exams taken in the 2013-2014 school year. The mathematics instruction is going to be continued to be developed and implemented to support students' progress to increase their test scores. The purpose of increasing NYS mathematics test in our school, is to close the achievement gap of city wide averages.

Instructional Strategies/Activities

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

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

- Exemplar Studies
- AIS
- ESL
- RTI
- Saturday Academy (3rd, 4th, 5th grade)
- After School (6th grade)
- Data driven instruction team (Math)
- SWD's and ELL's will be provided with scaffolds, small group instruction, and manipulatives. All facets of instruction / activities will be differentiated to cater to the individual needs of SWD's and ELL's.
- Development of a Data Team Aligning its practices to Paul Bambrick-Santoyo's work of Data Driven Instruction with a focus on Assessment, Analysis, Action, and Culture.

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

1. Teacher Teams
2. Math Coach
3. Math Staff Developer
4. Assistant Principals
5. Principal
6. Math Data Team

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

1. The administrative team will utilize data from ARIS to identify and evaluate the progress of this goal as well as informal classroom data, and school-wide assessments. Other data sources that will be used include the L2RPT

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

1. To begin September 2014 and end June 2015.

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

1. To support this academic goal, effective classroom practices will be implemented to improve student learning and close the achievement gap on state wide assessments.
2. The principal will provide specialized schedules to allow teachers to receive support from the staff developer.
3. Inter-visitations for teachers to see and share best practices.
4. The staff developer will provide modeling opportunities for teachers to see best practices.

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).

SLT parent members to share in several learning walks to capture an understanding of the work that is happening around the CCLS, and the DOE's instructional expectations. Parents to will also be immersed in a CCLS Saturday training.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	X	Title III	X	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.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 5. Timeline for implementation and completion including start and end dates**
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>For grades 1 a specialized pull out Reading Rescue program will be implemented via RTI-A (academic). For grades 2—5 a push-in/pull-out program will be implemented. The AIS ELA program will follow the recommendations of RTI as prescribed by the State/City.</p> <p>Across all grades extended day will be provided .</p> <p>Thursday/Friday support school is provided to students struggling with making State Level passing criteria. Saturday Academy is provided to ELLs struggling to make the State Level passing criteria.</p>	<p>Reading Rescue is systemically implemented one-to-one for 30 minutes each day of the week for 8—16 weeks. ELA AIS will be provided following the RTI recommendations, generally in a small group focusing on different methods already used in the classroom. Extended day is done in a 1:4 (special education) and 1:6 (general education) ratios.</p> <p>Thursday/Friday support school is implemented in small group instruction. Saturday ELL Academy is implemented in small group instruction</p>	<p>Reading Recovery is being offered during the regular school day (word work portion of ELA). It is also offered during the extended day portion of the school day.</p> <p>AIS ELA is being offered during the school day.</p> <p>Thursday/Friday support school is implemented after-school.</p> <p>Saturday ELL Academy is implemented after-school on the weekend.</p>
Mathematics	<p>Math AIS teacher is assigned to support teachers in the classroom. The teacher works in small groups. She uses methods used in the Number Talks program but also implements breakdown of process thinking for students.</p>	<p>In-class in primarily in small groups, but also in pull-out groups.</p>	<p>During the regular school day and extended day.</p>
Science	<p>Small group for enriching and supporting students with the Science Scope and Sequence. Students are immersed in science and tied interdisciplinary with the visual arts.</p>	<p>Small group instruction.</p>	<p>During the extended day program portion of the classroom.</p>
Social Studies	<p>Met through ELA/Humanities programming listed in the ELA section above</p>	<p>Small group instruction</p>	<p>During the extended day program and regular ELA AIS program portion of the day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>RTI-B is provided and made available to all students. However students that are at risk are fast-tracked:</p> <ul style="list-style-type: none"> A. Parental meeting B. Immediate assignment to either the guidance counselor, social worker or school psychologist. 	<p>1:1 counseling Small group counseling PBIS supports to the teacher.</p>	<p>All guidance, social work and psychological services are provided during the regular school day. The Union Settlement services are provided during the school day as well as after school.</p>

	C. Student is also referred to the RTI-B (PBIS team) Team. D. Union Settlement Mental Health Supports		
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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.			
X	School Wide Program (SWP)		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.
The principal organized an extensive hiring team. Together the principal and his team designed targeted questions that will help meet the cultural and educational needs of the school. Perspective applicants are rated on their responses to the questions that are aligned to Charlotte Danielson's Rubric. Teachers are selected from competitive colleges in NYC and beyond including other states. The principal works collaboratively with the NYC DOE recruiting office to select candidates that have been pre-screened by the DOE as having met highest recruitment levels.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers, and principals actively participate in professional development provided by Teachers College Reading and Writing Project. Teachers in grades K—2 participate in a series of instructional professional development cycles. During these cycles, the teachers actively collaborate on their ELA instruction and it's alignment to the CCLS. Also during these cycles the staff developer demonstrates the highest standards of instruction. All ELA units of study are completely aligned to the CCLS. Teachers in grades 3—5 are supported by an in-house ELA coach and also attend Teachers College Reading and Writing Project calendar days. The instructional units of study in grades 3—5 are also aligned to the CCLS. All Teachers K—5 receive support around their units of study with a specific concentration around domain 3 component 3b of the Danielson Rubric. Additionally teachers are supported in developing coherent instruction with a focus on critical components of planning and preparation: Connection to CCLS; Essential Questions; Common Misconceptions; WALT/WILF; and tiered activities.

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.).
Allocation is set aside to support STH with direct supplies and materials but also to provide them with additional after-school instruction. All Title I funds are set aside and used strictly for PD with Teachers College Columbia University and Professional Development with Dr. Liz Irwin around mathematics.

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.).
The PK teachers actively take part in the greater school's planning schedule. Kindergarten curriculum is completely aligned to the 1—5 th grade curricula. The teachers implement the same methodology for ELA (using the workshop model) and Mathematics, using similar planning templates and instructional techniques.

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.
While the vast majority of our assessments are pre-packaged to meet the needs of our ELA curriculum, teachers do take an active role in making determinations in areas that do not have "prerequisite" assessments. For example in mathematics teachers worked collaboratively to develop assessments and/or worked with our Staff Developer, Liz Irwin to design and select the most appropriate assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$317,234.61	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$120,453.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,744,369.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 072
School Name Lexington Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Mr. Antonio Hernandez	Assistant Principal Ms. Stephanie Garren
Coach Ms. Margie Ho	Coach type here
ESL Teacher Ms. Emily Rodriguez	Guidance Counselor Ms. Luz Vasquez
Teacher/Subject Area Lizzette Javier AIS Literacy	Parent Lissette Flores
Teacher/Subject Area type here	Parent Coordinator Mr. Carlos Carrillo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Lucius Young	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.	1	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	11	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	446	Total number of ELLs	88	ELLs as share of total student population (%)	19.73%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	3	17	11	5	6								42
Dual Language <small>(50%:50%)</small>	7	12												19
Freestanding ESL														
SELECT ONE	5	5	2	2	6	7								27
SELECT ONE														0
Total	12	20	19	13	11	13	0	88						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	36
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	3

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	29	0	16	13	0	2	0	0	0	42
Dual Language	19	0	1	0	0	0	0	0	0	19
ESL	15	0	6	9	0	8	3	0	3	27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	63	0	23	22	0	10	3	0	3	88
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
Spanish	0	3	17	11	4	6								41
Arabic														0
French					1									1
TOTAL	0	3	17	11	5	6	0	42						

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	7	19	11	32															18	51
French			1																1	0
Arabic																			0	0
TOTAL	7	19	12	32	0	19	51													

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>35</u>	Number of third language speakers: <u>1</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>8</u>	Asian: <u>0</u>	Hispanic/Latino: <u>42</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>1</u>	Other: <u>0</u>

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	5	4	1	2	6	7								25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	5	5	2	2	6	7	0	27						

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)	5	4	0	1	0	0								10
Intermediate(I)	2	6	9	1	1	5								24
Advanced (A)	5	10	10	11	10	8								54
Total	12	20	19	13	11	13	0	0	0	0	0	0	0	88

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	6	0	0	15
4	9	7	0	0	16
5	13	5	1	0	19
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	4	1	8	0	2	0	0	0	15
4	9	0	7	0	0	0	0	0	16
5	7	0	6	0	6	0	1	0	20
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	1	0	2	0	12	0	1	0	16
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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)	1	6	8	3				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use TCRWP to maintain data and assessment information for our ELLs. In grades K-5 the assessments include but are not limited to writing on demand, concepts of print, upper-case letter identification lower-case letter identification, sound identification, running record which includes students' level and accuracy rates as applicable. We also use the Estrellita program in Pre K -1st grade, which

has its own assessment and record keeping system. For our bilingual classrooms this data shows that our Spanish dominant students most often show mastery of early literacy skills in their native language before demonstrating mastery of early literacy skills in English. This finding is consistent with our biligual instructional model and research emergent bilingualism.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R is use to identify and place our new ELL's who enter our school. It is administered only once to determine the students eligibility for instructional services for ELL. All LAB-R eligible new students are tested no later than ten days after the date of enrollment. This September the LAB-R was administered to 35 students. Of the 35 students, 24 scored proficient, 5 advanced, 6 beginners. The NYSESLAT data indicates that our students at Lexington Academy reach proficiency in speaking and listening prior to achieving proficiency in the reading and writing strands. These findings are consistent with reasearch in second language acquisition. Across grades and across proficiency levels, and with both special education and general education students, students perform better on the speaking/listening portion of the NYSESLAT than on the reading /writing portion of the exam. Our NYSESLAT data also shows that across the grades students are achieving profiency and passing the exam. Students who begin as ELLs in bilingual kindergarten classes do achieve proficiency in all four modalities as they progress through the grades. In the Spring 2013, 113 student in our school were administered the NYSESLAT. The date indicates that 15 students achieved proficiency level, 67 advanced level, 29 intermediate level and 2 biginners.
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](#))
NYSESLAT data provide us with important information that we use when planning instruction. While we need to continue to support the development of academic oral language, we also need to increasse instruction in reading and writing for our ELL students. An area of instructional focus that is continued this school year is the reading and writing workshop to better meet the needs of our ELLs. In addition teachers, will continue to develop lessons and units of study that provide specific support for English Language Learners. (e.g. use of realia, visuals, TPR, sentence stems, close reading, ect.) to maximize comprehensible input during mini lessons. We need to play particular attention SWD-ELLs , as they are a population that has historically struggle to pass the NYSESLAT exam.
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?

4a. The data patterns across proficiency levels on the LAB-R and the NYSESLAT shows that students are able to master the areas of speaking and listening before the areas of reading and writing. It was also noticed that students need the extra support in reading and writing stratgies to become proficient. After analyzing the data, the ESL teacher, AIS teacher and classroom teachers will support ELL students according to their specific needs.

4b. The ELL Periodic Assessment is being used to determined students needs and suport to prepare students to meet the requirement of the NYSESLAT. We are utilizing the modalities aspect of the test to guide our ESL needs. We also use the results of the ELL Periodic Assessment to invite our students to a Test Sophistication After School Program and or Saturday Academy.

4c. From the Periodic Assessment the school learns that our ELLs need the extra support in test sophistication strategies. Teachers plan in cohorts to ensure that the needs of our ELLs are being met. The data from the assessment is studied and teachers differentiate lessons to address needs, there by offering academically rigorous instruction to prepare students for college and careers.
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](#).)
The use of data is used to guide instruction for our ELL students. This service is provided to our ELLs who are encountering academic difficulties. Students improvement are measured by reliable and valid assessments. The RTI model is based on three tiers of istruction and intervention support. These instructional support help to differentiate instruction and meet individual students' needs. Students can be placed into Tier 2 or Tier 3 if teacher recommends that more rigorous and intensive academic support is needed.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers begin by examining and identifying the child's strength, weakness, environmental challenges and learning styles that may impact upon students' second language development. By using common planning time , teachers share innovative ideas and discuss best paractices to help our second language learners. Teachers ensure that the needs of Ells are met by differentiating, scaffolding instruction, modeling, providing extra time when needed and using graphic organizers.
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?
- a. Our English -proficient students in dual language are being assessed in the second (target) language by using letter identification and letter sounds, concepts of print, high frequency words, and running records. We also use the Estrellita curricula which comes with its own assessments. In addition, teachers use informal assessments to evaluate students second language.
- b. The level of language proficiency in the second (target) language varies. Those students who were in our dual language last year for the first time are at a low or high intermediate level. Those students experiencing dual language for the first time are at a beginners level.
- c. Our dual language program began in 2012-2013 with kindergarten which has not been long enough for us to evaluate the performance on State and City Assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the success of our programs for ELLs in a variety of ways . We use both formal and informal data to assess our students and their growth over time. We examine how in our Transitional Bilingual Program fare as compared to students in our Freestanding ELL program. The formal data includes the number of students passing the NYSESLAT and meeting proficiency in ELA, Math and Science. Informol data includes teacher observations, running record, TCWRP, Estrellita, and teacher made assessments. The combined data provide for a holistic picture of the performance of each student, and in turn allows for reflective professional practice.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- When parents first enroll their child in our school a trained pedagogues discusses the home language survey with the family and provides assessments to determine eligibility for English language support services. This process is formalized through a Home Language identification Survey(HLIS) translated in nine languages, that parents complete to show what language the child speaks at home. Parents are interviewed by licensed pedagogues, the ESL teacher Ms Emily Rodriguez, AIS teacher Ms. Lizzette Javier and the Community Worker Ms. Evelyn Escalera. . It deemed eligible, the LAB-R is adminitered to establish entitlement within the first ten days of initial enrollment. If students are entitled parents are informed by our licensed ESL teacher of all programs offered in our school in their native language of the state-mandated services for ELLs. Then, parents are required to complete the parent survey and program selection after viewing an orientation video during our informational meeting at our school in their native ianguage. The meetings are held by at least one biligual staff member (English/Spanish) and by our ESL teacher. For our parents who speak a language other than Spanish we attempt to have a translator present whenever possible. For parents who are unable to attend this meetings, individual meetings are scheduled. The person responsible for the identification of ELLs and providing as well as structuring the follow-up support is Ms. Emily Rodriguez, a licensed ESL teacher. Also supporting the initial screening and assessment of potential ELLs is a licensed bilingual AIS teacher, Ms. Lizzette Javier. The compliance calendar is strictly adhere to and all new students that require the LAB-R are assessed within the compliance requirement timeframe. ATS reports, including the RLER and the RADP are continuously run, monitored, and cross referenced to ensure that students eligible for the appropriate assessments (LAB-R, NYSESLAT) are in fact assessed. In the Spring , each ELL is administerd the NYSESLAT exam to determined English proficiency. This test determines whether or not the student continues to qualify for ELL services. Teachers also receive training and support in test preparation for the NYSESLAT exam. ELLs are invited to our after school and Saturday test sophistication classes in order to prepare them for the exam.
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.
- At the beginning of each school year, the ESL teacher, accompanied by several bilingual teachers, provide a workshop for all our parents to inform them of the choices they have regarding programs for English Language Learners. This information is provided

within ten days of enrollment. ELL parents are presented with the video developed by the NYC DOE titled "Orientation Video for Parents of ELLs." Since ELL parents often speak a language other than English translated materials (brochures, DVDs) are provided by the office of ELL services. Additionally, parents are educated about the structure of our Transitional Bilingual, Freestanding ESL programs and Dual Language programs. We continue throughout the year to inform parents of any new changes in their child's program, including one-on-one meetings phone conversations, and through informational packets. In addition the parent coordinator works closely with ELL instructional staff to coordinate school events for ELL parents and deliver information to them in a timely manner.

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

Parents are invited to an orientation meeting to become educated about their rights and options as parents of ELLs, here parents are given the Parent Survey and Program Selection forms to fill out. Help is provided for those parents that request it. Parents of new ELL students who do not attend one of the two meetings offered are called by the parent coordinator and the information is shared either via telephone or a meeting is made for the parent to meet with the ESL teacher to be able to complete these documents. In September, students are given an entitlement letter indicating that they will continue to receive ELL services due to their NYSESLAT outcome. Then, the ESL teacher collects the parent survey and program selection form from parents and keeps them in a secure binder. If a form is not returned, the ESL teacher makes all effort to contact the parent to make an appointment to ensure that documents are completed. In addition, parents may receive a letter indicating that their child received a score that is no longer entitled to services for ELLs because he or she is English proficient.

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.

All parents whose children are identified as ELLs are provided with one of three choices, Transitional Bilingual (grades 2-5), Dual Language (grades K-1), or Freestanding ESL program. Students who speak Spanish at home as indicated in the HILS and who demonstrate dominance in Spanish as indicated by their Spanish LAB-R scores are offered placement in our Transitional Bilingual or Dual Language Program. Students who speak a home language other than Spanish are offered Freestanding ESL services. While all three programs offer language development and rigor in academic subjects the amount of instructional time spent in English and native or target language will differ in each program. A (TBE) program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade appropriate subject matter to ELL's. In our school, the Dual Language Program is designed as follows, students receive half of the instruction in English and the other half in Spanish. Our ESL program, focuses on the English Language acquisition. Students come from a variety of native language backgrounds and English is the only common language among them. Parents are consulted and advised in their native language about the best program for their child. Parents are provided with translations of the following documents from the Office of English Language Learners so they can make the best choice: HILS, ELL Parent Brochure, Parent Survey and Program Selection Form, Entitlement Letter and Placement Letter.

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.

First, the ESL teacher ensures that all ELLs have been identified by using the LAB-R, NYSESLAT History Report (RLAT). The teachers receive a schedule of names, times, dates and locations when each subtest will be administered. Parents and students are informed in writing /and in their native language of the dates of testing and the purpose of the test. The NYSESLAT is designed to show how well students can listen, read, write, and speak the English language. The test administrators are the following; the ESL teacher, AIS teacher and the Bilingual classroom teachers. The teachers receive special training in administering the NYSESLAT to be able to carry out standard examination procedures. In addition, administrators and teachers assure that all test materials are carefully kept in a secure location and accounted for until test materials are sent back to Questar Assessment, Inc to be scored. In addition, the ESL teacher and AIS teacher carefully make sure that all ELL students identified on the RLAT document have taken the NYSESLAT in all 4 modalities.

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. 

The programs offered are fully aligned with parent request. Parents are always given their first choice. We have Transitional Bilingual classes (grades 2-5), dual language classes (grades K-1) and Freestanding ESL services, which makes it possible to honor the most popular choice. If a parent requests a program that we do not offer the ESL teacher or parent coordinator will assist in providing appropriate transfer options.

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])?

Transitional Bilingual Program

There are Spanish/English Transitional Bilingual classes from grades 2nd- 5th, in our school. The Transitional Bilingual Program at PS 72 is designed to service beginner, intermediate and advanced English Language Learners. It is a program that educates ELLs using both English and Spanish. Our model of instruction recognizes the importance of supporting the long term linguistic academic and cognitive development of ELLs through their native language. The instructional program follows the designated model for beginner, intermediate, and advanced students. That is, the students receive 60% of their instruction in their Native Language, in this case Spanish and 40% of their instruction in English when they are beginners. As the students progress through the program, the percentage of native language instruction decreases in favor of more time spent in English. By the time the students reach the advanced level, the instructional program is 75 percent English, 25 percent native language. The transitional bilingual program meets all of the New York City Department of Education and New York State guidelines as outlined in CR Part 154.

Dual Language

Our Dual Language model for kindergarten is self-contained with a Bilingual licensed teacher. It provides 50% of literary instruction in English and 50% of literacy instruction in Spanish. The classes consist of English proficient students and Spanish dominant students who are ELLs. Our Dual Language model for first grade consist of two teachers side by side, one Spanish teacher (Mr. Zohn) and one English teacher (Ms. Schneider). Students are placed in Mr. Zohn's class or Ms. Schneider's class based on the student's language and/ or participation in Dual Language. English Language Learners will go to Mr. Zohn and English proficient students will go to Ms. Schneider. Then, each teacher will divide their class into two groups: A and B. There are two classrooms, one color-coded blue for English and another one color-coded red for Spanish. Our instructional approach is that both English and Spanish classes follow the Common Core Learning Standard in all subject areas. In addition, teachers will also use Teachers College Reading and Writing Workshops, Words their Way and Estrellita curricula.

Freestanding English as a Second Language (ESL)

Our ESL program follows a pull-out model. We have one licensed ESL teacher who services all students in the ESL program. ESL students are serviced in small groups by proficiency level. Students in the freestanding ESL who are beginner or intermediate receive eight periods a week for 45 minutes each period coming to a total of 360 minutes of ESL as directed by the Chancellor's Regulation Part 154. Students who achieved an advanced level in the LAB-R or NYSESLAT receive 180 minutes of ESL per week. In addition, the student receive small group instruction and support in reading and writing strategies following the Common Core Learning Standards and the Learning Standards for English as a Second Language.

b. Structures

The Transitional Bilingual model and the Dual Language model for kindergarten both follow the block model with the class traveling together as a group. One teacher provides instruction 6 periods a day and a separate specialist provides instruction during the teacher's preparation period once daily (i.e., music, science, physical education, drama). The Dual Language model for first grade follows the A/B schedule which means that students alternate daily for instruction. The students learn literacy (reading and writing) and word study /phonics in both languages. The following areas are taught in English: art, music, physical education drama, and science (cluster only) Our ESL teacher uses a pull-out program for the ELL students who are in the Monolingual classes to receive the intensive ESL instruction that they need to become proficient. She incorporates speaking, reading, listening and writing skill using a variety strategies to ensure instruction needed to achieve their proficiency level. In addition, we provide push in services for our intermediate and advanced students who are in the bilingual classes. The ESL teacher and classroom teachers share techniques and successful strategies for instruction to ELLs including strategies for scaffolding and ways of building bridges into unfamiliar text. Furthermore, we continue to support the acquisition of academic language as well as conversational language.

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)?

At Lexington Academy each teacher is required to submit a detailed program schedule to the administration in September of each year. These program schedules outline the days of the week and amount of instructional time dedicated to explicit ESL, explicit ELA, explicit NLA, and content-area instruction. These program schedules are reviewed to ensure that all eligible students in the Transitional Bilingual, Dual Language, and Freestanding ESL program receive the mandated number of instructional minutes according to proficiency level.

a. Explicit ESL, ELA, and NLA instructional minutes are delivered in each program model.

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.

We currently utilize the workshop model for both reading and writing through extensive professional development. In addition, we receive support from staff developers from Teachers College Columbia University, workshops provided by the Office of English Language Learners-CFN, and our own literacy coach. The workshop model is used for NLA and ELA instruction. Writing and math instruction are provided in both Spanish and English in bilingual classrooms. All grades use Go Math Curriculum; math is also provided in both Spanish and English. The ESL teacher uses Harcourt's Moving into English program to support the development of English oral language skills during ESL instruction. ELL students in grades 3-5 receive integrated social studies and technology instruction in our school technology lab. Laptop computers are also available for all classes in grades 3-5. Students in grades K-2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math stations. All of our classrooms are equipped with smart boards that are used to maximize comprehensible input during all instructional periods but particularly during ESL/ELA instructional time; the technology is shared among all classroom teachers. In bilingual classrooms, native language support is provided in all subject areas including NLA, writing, math, science, and social studies. The amount of time spent instructing in Spanish declines as children progress through the grades. In NLE classrooms, native language support is provided once daily across all of the grades in the form of vocabulary study and word work. In addition, our ESL teacher uses the "Moving Into English" program as one of her resources, particularly with grades kindergarten through 3rd grade. This is a complete program that incorporates speaking, listening, reading, and writing skills using a variety of strategies. In addition, she uses Wards Their Way for word study. In the upper grades (grades 3 -5) teachers use Santillana's "Lenguaje Y Comunicación" as part of the Native Language Arts curriculum. Content areas

are generally taught in English in the upper grades, providing scaffolding and support as needed. Newcomers are provided with content area instruction in their Native Language in small groups whenever possible. Lower grade bilingual classes provide content area instruction in Spanish. Curriculum materials are available in both languages. In addition, all bilingual classes are equipped with a variety of genres in their classroom libraries in both languages. Furthermore, teachers use their common preps for planning and ensuring that lessons are aligned with the CCLS .

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

We ensure that ELLs are properly evaluated in their native language in a variety of ways . In our early childhood Transitional Bilingual classrooms (PK-2nd) students are evaluated using Estrellita-Accelerated Beginning Spanish Reading Program, Spanish language literacy assessments and various Spanish informal assessments. The phonics program Estrellita provides additional information to lower-grade classroom teachers and service providers. Also running records are conducted using Spanish texts.

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

The ESL, AIS and bilingual teachers ensure that ELLs are properly evaluated in all four modalities of English acquisition throughout the year by assessing students formally and informally. Teachers confer with students to discuss their strength and needs. Teachers continue to support ELLs in their oral language development and also provide support in the acquisition of reading and writing skills. They provide explicit instruction in skills including phonics, syntax and vocabulary development.

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).

Instruction is differentiated for ELL subgroups in the following ways:

a. SIFE students have access to AIS reading and math instruction, ESL pull-out services and bilingual SETSS instruction. When appropriate, basic literacy skills are first taught in Spanish by classroom teachers or support staff. We make every effort to provide SIFE students with content area material that is appropriate to their grade and reading level.

b. Our newcomers are most often placed in Transitional Bilingual Classes and benefit from the support of a licensed bilingual teacher. Therefore, they have access to native language supports across the content areas and access to a teacher who has a sense of respect for native language and culture of origin. The bilingual teacher works to maintain and develop additional skills in the students' native language while also teaching English Language Arts and English as a Second Language. For newcomers who are not in our Transitional Bilingual Program, our ESL teacher services them via our Freestanding ESL program. Newcomers receive the mandated number of ESL instruction as outlined in NYS CR Part 154. Additionally, newcomers are invited to participate in our extended day period, our Saturday test sophistication, and or after-school program which aims to prepare students to take the NYSESLAT, NYS MATH and ELA Exams.

c. ELLs going on 4--6 years of service, are monitored closely, whether in the TBE, NLE, or FS-ESL. The NYSESLAT data is analyzed and comparative analysis is made with the NYS ELA and Math tests. These students are also monitored by their classroom teachers and their language needs are addressed through highly-differentiated literacy and math instruction. Students are provided with additional English language support either through the extended day period, or through our after-school Title III program.

d. Our plan for long term ELLs is to look carefully at our formal and informal data in order to determine areas of instruction for targeted intervention. We aim to determine why students have not yet reached proficiency in English and then tailor our instruction to meet the English language needs of long term ELLs. Some of our long term ELLs are ELLs-SWDs; who work with their related service providers to bolster English language skills via small groups or one-on-one instruction. When appropriate we consider whether our ELL-SWDs should have their language of instruction changed on their IEPs. Our long term ELLs are also invited to receive support on Extended Day, AIS reading program, Saturday test sophistication and or after school program.

e. Our plan for former ELLs in years 1 and 2 after testing proficient is to provide as much support as possible. Some students continue to receive additional English language support by the AIS reading teacher. Additionally, students are also invited to participate in our extended day period, Saturday test sophistication, and or after school program to help prepare students to take the NYS ELA and Math Exam. Former ELL's are entitled to test accommodations such as; time extensions, separate locations or small groups, bilingual glossaries and dictionaries, third reading of listening selections

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 of ELL-SWDs use a variety of instructional strategies and grade level materials to provide access to academic content areas and accelerate English Language development. We have Transitional Bilingual Special Education classes to best support the academic and emotional development of ELL-SWDs. Teachers in this classroom are sensitive to the academic and holistic needs of their students. As such, instruction across content areas is highly differentiated to meet the individual needs of each student. When English becomes the dominant language for the ELLs-SWDs we change the language of instruction on their IEP to English.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our ELL-SWD students follow the same curriculum as our general education students; teachers adapt and supplement the curriculum as appropriate. Reading and Writing are taught using Teacher’s College Reading and Writing Workshop. Math units are designed by grade level teams. Examples of supplemental programs that teachers of ELL-SWD students at Lexington Academy use include Touch Math, Handwriting without Tears, and Wilson Foundations.

Instruction is differentiated across the content areas to meet the needs of our ELL-SWDs. Teachers design units and lessons that give our learners multiple points of access to content including incorporation of visual aids, appropriately leveled texts and native language instruction. Our ELL-SWD students are made aware of their learning goals via ongoing independent conferences that take place with the teacher on a regular basis.

We have a bilingual AIS and bilingual SETSS teacher that offer both push-in and pull-out services to ELL-SWD students at our school. We also have a bilingual counselor and a bilingual guidance counselor that support the emotional needs of our students. We also have two bilingual speech therapists on staff.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

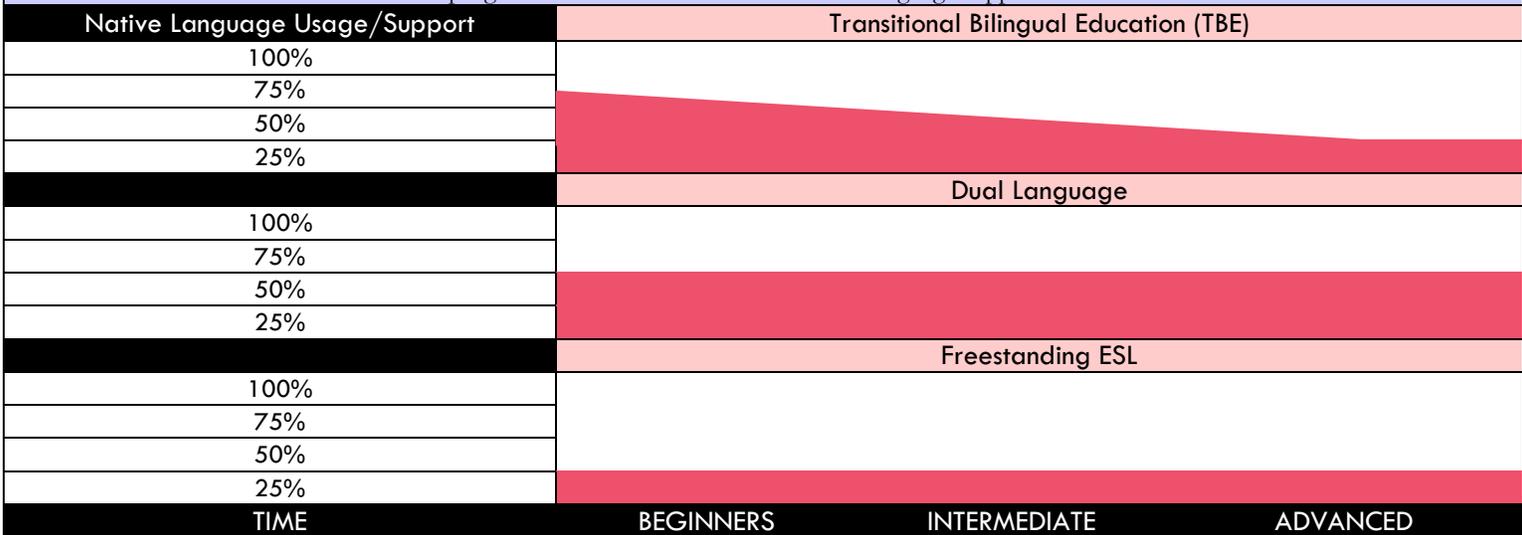
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Lexington Academy provides extensive targeted intervention programs for our ELLs in all academic areas including math, literacy and content areas. Academic intervention for ELLs comes in several forms. ELLs who are not meeting NYS standards in ELA and math are invited to attend our extended day program which meets for 50 minutes twice a week. Students receive targeted instruction in a small group. Other interventions for ELLs include our bilingual AIS program, our bilingual SETSS program, and our ESL teacher. We invite ELL students to participate in our ELA, Math and NYSESLAT test sophistication after-school and Saturday programs. Our clinical staff is also well equipped to support the socioemotional needs of our ELLs. We have a bilingual social worker, guidance counselor, occupational therapist and speech therapists. Intervention programs are taught primarily in English; however, newcomers and children in our early childhood transitional bilingual program receive instruction in Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We evaluate the effectiveness of our current program for ELLs in a variety of ways. We use both formal and informal data to assess our students and growth over time. We examine how students in our Transitional Bilingual Program fare as compared to students in our Freestanding ELL program. The formal data includes the number of students passing the NYSESLAT and meeting proficiency in ELA, Math and Science. Informal data includes running records, teacher observations, TCWRP and teacher made assessments. The combined data provide for a holistic picture of the performance of each student, and in turn, allows for reflective professional practice.
11. What new programs or improvements will be considered for the upcoming school year?

We are in our third year of being Teachers College Readers and Writers Workshop Project (TCRWP) school; as such we are continuing to refine our balanced literacy instruction school-wide. Teachers of ELLs and ELL-SWDs have access to specialized professional development days at Teachers College that address implementation of balanced literacy for these sub-groups of students. For this academic year we are continuing the Spanish-language phonics program Estrellita in our Pre-K- 2nd grade Transitional Bilingual and Dual Language classrooms. In addition, we are using Go Math as our new Math Curriculum throughout all the grades.
12. What programs/services for ELLs will be discontinued and why?

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

ELL students are fully integrated into the Lexington Academy community. ELL students are considered for all programs, after-school academic programs, music programs, school plays and assemblies (usually performed in both Spanish and English). ELL students actively participate in our after-school soccer program and track team. While ELLs make up 17 percent of our school population, they make up a much larger percentage of students actively participating in after-school programs as mentioned above. Specific to our ELLs is the Title III after-school program specifically designed for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Laptops are available for all students in grades 3—5. Students in grades K—2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math sessions. All classroom teachers have access to laptops, and a classroom smart board which aids to maximize comprehensible input during all instructional periods but especially during ESL/ELA instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is offered through a variety of methods, including, through the use of Total Physical Response (TPR), through scaffolding, and in small flexible groups. Native language support is provided in all subject areas including NLA, writing, math, science and social studies.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Lexington Academy offers unique services to our ELL students, services that support the ELLs' ages and grade levels. We have an AIS teacher that works primarily with upper-grade elementary students focusing on the needs of the older students, particularly in the content area. We also have a bilingual SETSS reading teacher that meets the emerging needs of our younger ELLs.

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.

Each school year, the AIS Bilingual teacher, the Bilingual SETSS teacher and the ESL teacher, are assigned to the task of enrolling any new ELL students. They ensure that all newly enrolled ELL students are properly processed. These highly qualified teachers ensure that students needing the LAB-R, the NYSESLAT and/or any other assessments or specialized needs including special education services are met. Parents meet one-on-one with a staff member to receive an overview of the programs offered for ELLs at Lexington Academy.

18. What language electives are offered to ELLs?

Students in the transitional bilingual classes are learning English as a second language. Students in our Dual Language classes who are English proficient are learning Spanish as a second language.

19. For schools with dual language programs:

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

a. In our Dual Language Program both our EPs and ELLs receive equal amount of time in the target language. Our kindergarten Dual Language has 50% of literacy instruction in English and 50% of literacy in Spanish. In first grade our side by side model follows the A/B schedule. Students alternate daily for instruction learning the following subjects in both languages; literacy (reading and writing)/ word study/phonics.

b. In our Dual Language Program, in kindergarten our EPs and ELLs are integrated all day. One teacher provides instruction to ensure that students learn to read, write and speak in both English and Spanish. The areas that are taught separately are Art, Music, Physical Education, Drama and Science when provided by the specials.

c. The first grade model uses the A/B schedule students alternate daily for instruction. Two teachers, one Spanish and one English. The two classrooms are colored coded blue for English and red for Spanish.

d. In Lexington Academy we use two models. In kindergarten we use the self-contained model and the first grade uses the side-by-side model.

e. In our Dual Language kindergarten and first grade the emergent literacy is taught simultaneously.

C. Professional Development and Support for School Staff

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

1. Our professional development plan includes time set aside at our weekly grade-level professional development meetings to discuss the specific needs of our ELL students and what strategies we can use to help them and to make the grade-level curriculum accessible to them. Our teachers develop and discuss the different strategies and best practices under the four domains using the Charlotte Dnielson's for Teaching. They also draw upon Mary Capellini's text "Balancing Reading and Language Learning" as a resource for educating our ELL personnel. We also use texts by Pauline Gibbons and resources from the Education Alliance at Brown University to help us plan our professional development activities. Most of our bilingual and ESL teachers continue to grow professionally through outside professional development opportunities as well. Staff members attend professional learning days at Teachers College related to meeting the instructional needs of ELLs. We also have an ELL Inquiry Team that meets twice a month. The ELL Team is dedicated to analyzing assessment data and researching and exploring best practices in the field of ELL instruction with the goal of improving outcomes for our ELL students.

2. Our teachers attends various workshops to support the ELL population in which they focus on fundamental elements of classroom instruction and effective pedagogy for ELLs. During PDs or common planning time teachers share best practices with each other to help support ELL students and to ensure that their lessons are in alignment with the Common Core Learning Standards. Teachers also analyze data to identify specific instructional needs for promoting student achievement.

3. Our bilingual guidance counselor and bilingual parent coordinator are available to assist parents and students with the middle school application process. Several informational meetings are held prior to the start of the application period and students are taken on tours of neighborhood middle schools. Parents of ELLs are informed of the services that their students are entitled to in middle school (mandated ESL, SETSS, etc) so that they can better advocate for their children at the middle school level. A middle school fair is also held in November to provide students with an in-house opportunity to take part in the transitional process.

4. All staff receive a minimum of 7.5 hours of ELL training both on- and off-site. On-site, professional development periods are dedicated to topics related to ELLs including: understanding the NYSESLAT exam and adapting mini-lessons to make input more comprehensible for all learners. Off-site, teachers attend ELL related workshops that are then shared with the staff as a whole at professional development. These workshops take place at Teachers College, Fordham University, Bank Street and the BETAC centers. Our ELL Inquiry Committee meets twice a month to discuss issues related to ELLs and methods in which best practices in the field of ELL education can be applied to our entire student population.

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. Lexington Academy has a developed parent compact. The compact outlines parental involvement. Parents are encouraged to participate in all aspects of the school community and this is reflected in the parental response to the Learning Environment Survey with 75% of parents responding with an average satisfaction rate of 99%. Parents are volunteers in the classroom, during morning line-up or at lunch time. Parents are actively encouraged to take part in ARIS training, coffee time with the parent coordinator and in PTA meetings where there is complete translation. In keeping with the Chancellor's Regulation, all documents are translated for our parents and send home in all language necessary and available, but at the very least in both English and Spanish. They are welcome to participate in class trips such as; when classes go swimming, golfing or neighborhood walks. Parents encourage to attend our adult ESL classes to learn English and help close the gap between parent-child. In addition, we have Cookshop program where parents learn healthy eating habits.
 2. The director of education advocacy at the New York Immigrant Coalition has hosted workshops for parents in the past. We offer parent Cookshop which provides families with access to healthy recipes and fresh groceries. The majority of the parents that take this class are parents of ELLs. We also provide free ESL lessons for parents via the NYC DOE Adult Literacy Program. The NYC Department of Health has hosted a variety of workshops in English and Spanish for our parents related to asthma.
 3. Parents have an active role in our school community and their voices are valued. Throughout the school year the Parent Coordinator sends home a variety of surveys. These include the Title I and Title III needs assessments. The Parent Coordinator encourages parents to become active participants in the Title I and Title III needs assessments.
 4. Parents are encouraged to participate in enriching and learning opportunities for themselves. These opportunities are designed with the primary focus placed on student achievement. For example our parents have attended literacy workshops presented at Teachers College.

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: The Lexington Academy

School DBN: 04M072

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Antonio Hernandez	Principal		1/10/14
Stephanie Garren	Assistant Principal		1/10/14
Carlos Carrillo	Parent Coordinator		1/10/14
Emily Rodriguez	ESL Teacher		1/10/14
Lisette Flores	Parent		1/10/14
Lizzette Javier	Teacher/Subject Area		1/10/14
	Teacher/Subject Area		1/1/01
Margie Ho	Coach		1/10/14
	Coach		1/1/01
Luz Vasquez	Guidance Counselor		1/10/14
Lucius Young	Network Leader		1/10/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M072 School Name: The Lexington Academy

Cluster: Chris Groll Network: CFN 408

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

Part A: Needs Assessment Findings

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

At Lexington Academy we use the Home Language and Ethnic survey, which is done at the time of registration to inform us of our students' home language and the preferred language of the parent as a means of communication between home and school. The parent coordinator will conduct a parent survey at the beginning of each year to determine written and oral interpretation needs.

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

The Home Language and Ethnic survey indicate that the highest languages reported by our families are stand alone English, Spanish and bilingual Spanish/English. Other languages include French-African, dialects from Mexico, Albanian, Bengali, Indonesian, Hebrew, Arabic, Yemenese, Croatian, Portugese,and Chinese.

Part B: Strategies and Activities

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

Nearly 90% of our student population is of Hispanic descent at Lexington Academy, we provide all correspondence in bilingual Spanish/English. The vast majority of our parents are most comfortable communicating both orally and in writing in Spanish. We also have one parent that is most comfortable in, Arabic, Hebrew, and one in Bengali as well as one parent that is most comfortable in African-French. All staff members were made aware directly from the school administration of the need to ensure that all services are provided in the language preferred by the parent. Staff members from all disciplines including clinical, instructional, clerical and administrative are aware which parents need translation services and are readily available to provide the support. In the event that a staff member is unable to communicate with a parent in their preferred language, services will be procured from the Translation and Interpretation Unit of the DOE.

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

As part of the work of the School Leadership Team (SLT), it has been recommended by members of the SLT that signs and other translation services provided by the Department of Education are to be clearly posted in varying languages at the school's main entrance as per CR A-663. The parent coordinator will serve as the liaison for parents that do not speak a language that is readily available for translation or interpretation. The parent coordinator will procure services as per CR A-663 to ensure that communication is facilitated between home and school.

Parents are made aware of the language translation and interpretation services available to them through PTA meetings. Copies of the Bill of Parents Rights and Responsibilities which includes parental rights regarding translation and interpretation services are kept by the Parent-Teacher-Association Room located near the entrance of the school. The Parent Coordinator has access to the Bill of Rights and makes them readily available to all parents.

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

In accordance with Chancellor's Regulation A-663 translation services will cover the major languages especially as regards:

- > In Registration, application and selection
- > Standards and performance
- > Conduct and discipline
- > Safety and health
- > Special education and related services
- > Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- > Transfer and discharge
- > Legal or disciplinary matters



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Lexington Academy	DBN: 04M072
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Saturday Academy will facilitate opportunities for ELLs to be immersed in small group instruction around English Language Arts (Language Acquisition) and Mathematics. Small group instruction will provide ELLs with more individualized attention and greater opportunities for peer-to-peer feedback as well as teacher-to-student interaction.

PS / MS 72M The Lexington Academy will provide English Language Learners in Grades 3, 4, 5 and 6 with supplemental instructional services on Saturday Academy. The program is scheduled to begin in January 2014 through April 2015; continuing through the 2015-2016. The after school program will provide ELLs with an additional 120 minutes of small-group, targeted instruction to address the needs of ELLs by building their skills in reading comprehension, vocabulary development, writing strategies and structures for composing evidenced based responses.

ELLs will be immersed in pre-reading (close reading), and after-reading (talk moves) activities that will support language and literacy development in addition to providing ELLs with support as they are engaged in text discussion, the students will be immersed in talk moves that promote Common Core Learning Standards around speaking and listening.

Our ELLs will also receive 120 minutes of math "attack: skills around word problems at the Saturday Academy. Specifically the students will be provided with small group instructional strategies around solving word problems with evidence/proving. Also supporting the listening and speaking standards of the CCLS, while meeting the CCLS Math Practice Standards Numbers 3 and 4: Specifically students will be able to model mathematical thinking and critique the work of other while constructing a viable argument.

Teachers of ELLs will participate in professional development to assist them with program implementation and managing data reports to monitor progress of ELLs. Specifically, the teachers will focus on monitoring student progress using the CCLS Rally Materials.

There will be 3 bilingual teachers, the language of instruction will be English although native language support will also be provided as all teachers will be certified bilingual teachers.

Students will be grouped based on Teachers College Reading Record levels and relevant assessment results--NYSITELL. The program will utilize materials from Rally such as non-fiction and fiction texts for guided reading/strategy group lessons, and computer based assessment programs and math manipulatives. Student work and data (e.g., independent reading levels, instructional levels, and

Part B: Direct Instruction Supplemental Program Information

NYSITELL results). Data will be analyzed to identify strengths and needs of ELLs to formulate groups for program. Students' language of instruction will be primarily in English with, supports in their home language.

Part C: Professional Development

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

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

Begin description here:

Title III staff will be provided with professional development by the staff developer. The staff developer will provide professional development support around the major work for each grade level grades 3, 4, 5, and 6. The staff developer will provide assistance in tailoring the lessons for both mathematics and ELA.

Professional development will be provided to teachers around the core writing/reading areas, in specific genres, i.e., reading and writing about non-fiction. Teachers will examine common core aligned tasks that demonstrate high-level responses to reading for each grade 3--6.

Professional development will be provided around the major work for each grade, i.e., fractions in 4th grade. Teachers will be immersed in high-level analysis of student responses to common core aligned tasks.

Teachers' will be immersed in professional development for 4 sessions before the Saturday Academy begins. The sessions will include two 3 hour sessions for ELA and two 3 hour sessions for mathematics. The professional development will take place after-school (Wednesdays and Thursdays).

Topics that will be covered include but not be limited to: Examining Common Core Aligned Task Analysis, protocols for looking at student work; analysis of assessments and re-examination/familiarity with best practices for teaching ELLs (TPR, visual cuing, etc...).

The provider will be our in-house staff developer, and will be supported by the principal and/or assistant principal.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Title III funds will be used to expand outreach and engagement of families of ELLs. Engagement activities will include ongoing family literacy and mathematics events to showcase and share ways families can support activities at home. The in-house staff developer and parent coordinator will conduct a parent workshop that will address ELLs and the Common Core: Methods to Support Your Child. Other topics will include familiarity of the NYSTP for both ELA and Math. Workshop agenda will also include a presentation on the NYSITELL expectations and usage. The parent coordinator and the principal will collaborate to ensure that parents are notified of all Saturday workshops. Parents will be notified via, Blackboard Messenger, Flyers (translated in the needed languages) and backpacked, school signs posted strategically throughout the school, and PTA announcements.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	NA	NA
Other	_____	_____
TOTAL	_____	_____