

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>25Q079</b>
<b>School Name:</b>	<b>FRANCIS LEWIS SCHOOL</b>
<b>Principal:</b>	<b>GEORGE CARTER</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 25Q079  
School Type: Public Grades Served: Pre-K-5  
School Address: 147-27 15<sup>th</sup> Drive Whitestone, New York 11357  
Phone Number: (718) 746-0396 Fax: (718) 746-3103  
School Contact Person: George Carter Email Address: Gcarter3@schools.nyc.gov  
Principal: George Carter  
UFT Chapter Leader: Alycia Morell  
Parents' Association President: Jennifer Catechis and Rosella Mulone-Perez  
SLT Chairperson: Alycia Morell  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place  
Superintendent's Email Address: DDiMang@schools.nyc.gov  
Phone Number: (718) 281-7605 Fax: (718) 281-7519

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
George Carter	*Principal or Designee	
Alycia Morell	*UFT Chapter Leader or Designee	
Rosella Mulone-Perez	*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	
Shanon Donohue	Member/Teacher	
Laurajean Ballon	Member/Teacher	
Sonia Fernandez	Member/Parent	
Christie Yiannis Les	Member/Parent	
Nelson Mar	Member/Parent	
Jordanan Velez	Member/Parent	
Jennifer Yonkers	Member/Assistant Principal	
Ronit Antin	Member/Teacher	
Karin McNally Nagele	Member/Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 079Q, the Francis Lewis school is an elementary school with 1017 students from Pre-Kindergarten to grade 5. The school population comprises 1% Black, 19% Hispanic, 42% Asian and 37% White. The student body includes 8% English Language Learners and 13% students with special needs.

### **SCHOOL MISSION**

The community of P.S. 79 embraces the tenets of a balanced literacy approach to all core curricular areas. This includes oral and written expression and knowledge of all elements and genres of literature. We promote an environment that encourages both independent and cooperative learning. We support students, as they become analytical problem-solvers through an enriched math program. P.S. 79's social studies and science programs offer students an inquiry-based, hands-on learning framed in essential questions. The arts are an integral part of the curriculum infused throughout the academic experiences of each stud

P.S. 079Q provides a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware and technologically competent learners. The school community creates an environment that promotes excellence in achievement, in which students strive to meet or exceed Common Core Learning Standards. This is evident in the fact that 51% percent of the students are on or above grade level on the New York State ELA in 2014, which was a 10% increase from 2013. 68% of the students scored on or above grade level on the New York State Math test in 2014, which was an increase of 18% from 2013.

It is the goal of the school to encourage a love of learning through innovative and challenging programs. The school's curricula consist of Go Math, Teachers' College Reading and Writing Workshops, Foss Science and the New York City Social Studies Scope and Sequence. P.S. 079Q features a robust Arts curriculum that incorporates Music, Dance, Content Area Art, Content Area Technology, and Theatre. There is also an art electives recess program that allows the students to choose between World Drumming, Band, Jazz Band, Dance Company, Theatre Troop and Artist's Coop.

P.S. 079Q and the P.T.A. have collaborated together to continually provide a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware learners. The school has partnered with community-based organizations such as Teachers' College, Metropolitan Opera Guild, Marquis Arts, and the Music and the Brain Keyboard Program.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Students at PS 79 exceeded the targets in both student progress, and closing the achievement, for the 2013-2014 school year, and met the target for student achievement, yet there is still room for growth. In order to meet the metric targets for 2014-2015, we would have to maintain our growth patterns. In the area of English Median Adjusted Growth Percentile we are currently at 77.0 for 2013-2014 and a score of 71.3 is needed to exceed the metric in 2014-2015. In the area of English Early Grade Progress we are currently at 2.29 for 2013-2014, meeting the metric would require a minimum of 2.46 and exceeding the metric would require a minimum of 2.79 in 2014-2015. In the area of Math Early Grade Progress, we are currently at 2.71 for 2013-2014, meeting the metric would require a 2.73 or higher, and exceeding the metric would require a minimum of 3.13 for 2014-2015.

On the statewide assessments in ELA (Grades 3-5), the school saw 51% of the students score a Level 3 or 4, with a median score of 2.94. The school met its target with a score of 53.4, and achieved a 91.4% mark in the city group. For progress, the English Median Adjusted Growth Percentile score was 77.0. The school exceeded its target at the 78% mark in the peer group, and exceeded the target at the 91% mark in the city group.

The priority need:  
Students With Disabilities (Self-Contained/ICT/SETTS)

Informed by Capacity Framework Element, “Rigorous Instruction,” and current demographic data, academic data, and our most recent Quality Review, there is a need to develop more refined language function and structure scaffolds to encourage all students, especially Students with Disabilities to engage in meaningful classroom conversation around academic and social content. This needs assessment informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that students have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities teachers will make meaningful decisions when planning for instruction with a focus on alignment to the CCLS, student data and coherence across the grade to select instructional strategies that match the content and cognitive complexity in the standards and to raise the cognitive complexity of student learning so that **by June 2015 there will be an increase from 55.6% to 60% in the number of Students with Disabilities performing at the 75<sup>th</sup> Growth Percentile or higher on the New York State English Language Arts Exam given in April 2015.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ol>			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Target professional development for special education and service providers around the creation of quality IEPs	Special education teachers, service providers and SIT team members	November 2014-June 2015	CFN 207 ASE
Targeted professional development for teachers in Integrated Co-Teaching settings on the implementation of appropriate co-teaching models for instruction	ICT teachers in grades K-5	January 2015-June 2015	CFN 207 Achievement Coaches
Targeted professional development for all teachers on the use of explicit, direct instruction for students with disabilities	All teachers grades K-5	January 2015-June 2015	CFN 207 Achievement Coaches
Targeted professional development for all teachers on effective strategies for incorporating Universal Design for Learning principles into planning and instruction	All teachers grades K-5	January 2015-June 2015	CFN 207 Achievement Coaches
Trust: Transparency across all of the work that we do; parents and students in grades K-5 monitor student progress.	All teachers grades K-5	January 2015-June 2015	Principal, Assistant Principal, teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Teachers, Parent-Coordinator, Parents, Supervisors, Parents Association, Teachers College Staff Developers  
 Instructional Resources: Leveled Literacy Intervention Kits, Teachers College Reading and Writing Project materials  
 Schedule Adjustments: Common Planning time, targeted time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers submit grades into Teachers College Running Records Assessment Pro, Published Writing Rubrics monthly  
 Data Specialist compiles all school-wide data from Assessment Pro in November, March and June.  
 Instructional Cabinet and SLT monitor progress with school-wide data in November, March and June.  
 By February 2015, students with disabilities in grades K-5 will show a 2% increase on the Teachers College Published Writing Rubrics.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the most recent Quality Review report, to faculty and staff support students’ social emotional needs. The school has a safe and respectful culture and provides support to students in the arts and academics before and after school by creating programs such as chorus and band. Even though, the social emotional needs of students are met through various activities such as student of the month, food and toy drives. However, there is no professional development for staff to maintain a respectful culture that supports students’ social emotional needs. Additionally, According to the New York City School Survey 2013-2014, the school performed in the 35<sup>th</sup> percentile in our peer group (approaching the target, but not meeting the target), and the 35<sup>th</sup> percentile in the city group on questions pertaining to school culture.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve the school’s approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, **we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 the percentage of parents who feel the school offers a wide enough variety of courses increase from 87% to the District average of 92%.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Design curriculum and lessons to support the school created positive behavior expectations – 3Rs Behavior Matrix; students will create their own behavior goals based on the matrix	All students K-5; vertical team of teachers	January 2015-June 2015	Guidance Counselor,
Institute Student of the Month program for students in all grades with defined academic and personal behaviors as criteria for selection	All teachers K-5	January 2015-June 2015	School Leaders, classroom teachers
Creation of a Student Council in grades 3-5 to allow for student voice in school-wide decisions; mini Student Council in grades K-2 to allow	All teachers and	January 2015-June	School Leaders, Student Council

for student voice in classroom decisions	students K-5	2015	Advisor
Trust: Transparency across all of the work that we do- Direct communication between teachers and family.	All teachers, students and parents	January 2015-June	School leaders, teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School Leaders  
 Guidance Counselor  
 Classroom Teachers  
 Student Council Advisor  
 Student Council Members  
 Parents  
 Schedule Adjustments

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers’ survey and conference notes will demonstrate that teachers have met with all of the students in small-group work multiple times.

By February 2015, student survey will demonstrate that they participated in a social-emotional learning program and lessons to support the school created positive behavior expectations – 3Rs Behavior Matrix.

By February 2015 creation of Student Council.

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to inform instruction and modify units of study to assist students in meeting targets, it is necessary for teachers and teacher teams to analyze student work samples. This restructuring of our professional development work is a direct result of a teacher needs assessment conducted in October 2014.

This is in response to the following accountability data:

According to the 2013-2014 School Quality Guide 0% of students in self-contained classrooms achieved a level 3 or 4 on the New York State ELA assessment.

According to the 2013-2014 School Quality Guide 16.3% of students in Integrated Co-Teaching Model classrooms achieved a level 3 or 4 on the New York State ELA assessment.

According to the 2013-2014 School Quality Guide 20% of students in special education teacher support services achieved a level 3 or 4 on the New York State ELA assessment.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, **90% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2015 30% of students increase their independent reading level by 2 levels growth as measured by the Teachers College Running Records.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
Monthly teacher team agendas will provide time for teachers to analyze student work and to plan for next steps	Teacher Teams	December 2014-June 2015	School Leaders, Teacher Team Leaders

Teacher teams will benefit from collaboration by sharing best practices and by adjusting instructional decisions based upon the analysis of student work in relationship to Common Core aligned rubrics.	Teacher Teams	December 2014-June 2015	School Leaders, Teacher Team Leaders
Students will be offered resources and insights that specifically address their individual learning needs. In turn, students will be able to demonstrate their independence through the achievement of on grade level and/or above grade level Performance Based Assessments.	Teacher Teams, students in grades K-5	December 2014-June 2015	School Leaders, Teacher Team Leaders
Parent engagement: Parents will receive monthly calendars, newsletters, and invitations to parent workshops to keep them informed on what their children are learning. Additionally, we will continue to actively involve families by communicating at-home achievement strategies.  Trust: Transparency across all of the work that we do; learnings from teacher team work shared collaboratively across grades	Teachers, Parents	December 2014-June 2015	School Leaders, Teacher Team Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Performance Based Assessments MoSL Data Monthly Parent Calendars Monthly Teacher Team Agendas Parent Coordinator School Leaders

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, sixty-five percent of our Teacher Team Agendas will focus on providing time for teachers to collaborate in order to share best practices and to improve upon their instructional decisions.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

After a careful analysis of the New York City School Survey:

75% of teachers feel that order and discipline are maintained at this school

77% of teachers would recommend this school to parents

Additionally, the most recent Quality Review indicates that school leaders make informed and effective organizational decisions to support student achievement that closes the achievement gap. However, only 63% of teachers believe “The principal at my school understands how children learn.”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to communicate high expectations to all stake holders, school leaders will use evidence based systems to examine and improve individual and school wide practices in the critical areas of student achievement, curriculum and teacher practices, community/family engagement and student social/emotional developmental so that **by June 2015 communication between teachers, parents and administration will improve as evidenced by an increase from 63% to 80% on the Learning Environment Survey, based on the statement “ The principal at my school understands how children learn.”**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Engage staff, students, families and community in developing and implementing a clear, shared vision and goals for student achievement	School Leaders	December 2014-June 2015	School Administrators
Use and discuss data to drive student achievement, identify when students do not progress and identify solutions	School Leaders.	December 2014-June 2015	School Administrators

Create a culture based on shared belief that students from all backgrounds can achieve at high level	School Leaders	December 2014-June 2015	Principal
Create and implement systems to hold every member of the school community accountable for every student's learning and success	School Leaders	December 2014-June 2015	Principal
Parent engagement: Establishment of communication protocols between school and home: classroom visitation, library volunteer program, school website. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.	School leaders	December 2014-June 2015	School leaders
Trust: Transparency across all of the work that we do Shared decision making instructional cabinet	School Leaders	December 2014-June 2015	School Leaders

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, Assistant Principals, Principal, School Leadership Instructional Committee Instructional Resources: Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Cycles of Observations

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015 75% of teachers will agree with the statement "The principal at my school understands how children learn." On a school created survey.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

After a careful review of data sources:

87% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services as evidenced by the New York City School Survey.

Informed by Capacity Framework Element – Parent Engagement, current data, and the School Survey data, there is a need to increase parent engagement in student learning.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children we will pilot an after school program to support target students so that **by June 2014 the teachers, students and parents who participated in the program will report an 80% satisfaction rating as evidenced by a school created survey.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Meet and contract with a Community Based Organization who will design a curriculum to best meet the needs of the school community	60-100 students in grades K-5	December 2014-June 2015	School Leaders, Director of CBO
Open houses several times during the year to allow parents and families to participate with their children during the after school program	Targeted students, parents	December 2014-June 2015	School Leaders, Director of CBO
Regular meetings with CBO and parent community designed to ensure coherence in beliefs about how their children learn best across all aspects of the program	Parents and a families of targeted students	December 2014-June 2015	School Leaders, Director of CBO

<p>Parent Involvement and Engagement: Provide training on topics that impact student learning - Workshops to support parents' understanding of the CCLS instructional standards and shifts, curriculum-based content, assessments for measuring student performance and progress, health and wellbeing, during Coffee &amp; Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Provide access to materials and resources for families: Math Family Night, workshop materials distributed, online resources, Go Math Think Central, EngageNY. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Establishment of communication protocols between school and home: classroom visitation, library volunteer program, school website. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.</p>	<p>School leaders; parents and families</p>	<p>December 2014-June 2015</p>	<p>School leaders</p>
<p>Trust: Transparency across all of the work that we do Shared decision making with PTA Executive Committee and Parent Coordinator in planning workshops. Coordination with Pre-k Social Worker in planning Pre-k parent workshops.</p>	<p>School leaders; PTA executive board; parent coordinator</p>	<p>December 2014-June 2015</p>	<p>School leaders</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Community Based Organization, School Administrators, and School Leaders  
Parent Fundraisers,

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 all students, teachers, and parents who participated in the program will report a 75% satisfaction rating as evidenced by a school created survey.

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State Tests, Teacher Data	RTI: Words Their Way. The program consists of: Phonemic awareness, word analysis, prosody and comprehension and coordination of reading and spelling instruction, cumulative instruction, and teaching for mastery. TCWRP: One-to-one conferences in reading and writing.	small group, one on one	During the school day
<b>Mathematics</b>	State Tests, Teacher Data	Math assistance designed for students having difficulty with understanding from simple to complex tasks using Go Math AIS materials.	small group, one on one	During the school day
<b>Science</b>	State Tests, Teacher Data	Instruction on grade level conceptual expectations.	small group, one on one	During the school day
<b>Social Studies</b>	State Tests, Teacher Data	Instruction on grade level conceptual expectations.	small group, one on one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP, Parent or Teacher Recommendation	Services provided to assist children in understanding his/her school role in achieving at his/her highest potential.	small group, one on one	During the school day

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

The 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;
- 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 (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

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<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: Francis Lewis Elementary	DBN: 25Q079
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
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: 4  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 3

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 priority of our program is enhance learning for newcomers as well as intensify instruction for Long Term ELLs. The program builds self-esteem in each targeted students by facilitating successful second language acquisition (listening, speaking, reading, writing). Students receive instruction in a holistic, fun and comfortable environment. Oral/aural communication is encouraged through the utilization of the expressive arts (music, dance, drama) in addition to role-play and total physical response. The involvement of ELLs in content-based experiential learning activities facilitates acquisition of academic language proficiency.

Students are grouped by grade and English language proficiency. Students in third, fourth, and fifth grade are placed in an after school educational program with grade specific general education teachers. The certified ESL teacher in the building will rotate to all the afterschool sessions and spend 30 minutes with each group. All of the general education teachers collaborate with the ESL Certified teacher to discuss what lessons, strategies and methodologies should be used with these students. The focus of these sessions will be based on needs assessments i.e. State ELA Exams, NYSESLAT, CCLS Goals, TCRWP Assessments, MoSL data, etc. Students will be learning strategies to help them meet curriculum demands. When the certified ESL teacher pushes in for the 30 minute rotations, the focus of instruction will shift to developing academic vocabulary and language. Title III sessions take place on Monday afternoons (2:30-4:00pm) through the months of January through May. The approximate group size will be 10-20 students depending on the amount of ELLs in each grade. The utilized program provides targeted children an opportunity for extra help in a classroom setting. The language of instruction is English. Instructional strategies, activities and programs are being implemented to ensure the LEP students meet the standards and pass the required State assessments. These steps are in line with the NYS Dept. of Education Actions Steps for ELLs providing intensive English language instruction. TITLE III funds will be used for extension of these methods in an after school program.

ELLs are included in the read aloud, interactive read aloud and shared reading experience by using pictures, gestures and voice inflection to convert meaning, pointing to pictures and words as you read, dramatizing, providing realia and manipulatives, allowing students to respond non-verbally to comprehension questions. Some ESL teaching techniques that include ELLs in the guided reading approach are: pre-teaching basic vocabulary, key phrases and concepts from selection by using realia, visuals, gestures and dramatization, "picture walks", "echo reading", finding clues for inferential

### Part B: Direct Instruction Supplemental Program Information

questions. Also, ELLs are included in the independent reading experience by having available leveled library books, i.e., beginning books. Additional balanced literacy approaches include: reading partnerships and independent reading conference with the classroom teacher. Students will also be using Imagine Learning during our afterschool program, at no cost to the budget. Funds from the TITLE III budget will be allocated in supplementing materials for Read Alouds, Guided Reading, and growing our bilingual and multicultural libraries. Supplemental reading materials are purchased mostly through Lee & Low publishers. Also a portion of the budget will be allocated for headphones with recording microphones so that students can effectively use the Imagine learning program.

ESL methodologies are also integrated into the Writing Process Approach during our after school program. Some examples of this are using writing scaffolds for beginning ELLs like oral discussions, partner stories using pictures and wordless books, creating concept books, creating peek-a-boo stories or riddle books, pattern poems, from personal journals to buddy journals, and clustering. Strategies for intermediate writers include Show and Not Tell, sentence combining or shortening, sentence models, and mapping.

During the Math Workshop Model, ESL methodologies like the use of manipulatives to reinforce learning, problem solving techniques, class room charts and working with the CFN support specialist, Liz Fisher, will help support ELLs. Materials bought with funds from the TITLE III will support this work.

### 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: Three study group cycles are in place for the 2014-2015 school year to provide teams of teachers with collaborative ELL staff development. Each PD session will be approximately 45 minutes long. The providers of these PD sessions will be Mariella Barkouras, ESL certified pedagogue with assistance from Nanette Dougherty, our librarian who is certified in ESL. In November, the topic of Who Are The Second Language Learners In My Class? will be presented to the staff. In February, the topic of How Does a Child Learn a Second Language? will be shared. In April, the topic of Strategies in Second Language Learning will be shared. Professional texts will be used as the conduit of learning as well as professional articles will be distributed to staff in order to keep them apprised of latest trends and strategies for successful support of ELLs in and out of the classroom environment. In an effort to develop common instructional focus and a coherent school culture, professional collaborations will be supported through inter-visitations and time to study student and teacher work with the goal of improving instructional and student outcomes. As per the Chancellor's recommendations for ELLs, the program for ELLs will be aligned with the comprehensive core curriculum in mathematics and literacy. In an effort to develop a common instructional focus and a coherent school culture. Professional collaborations will be supported through inter-visitations and time to study student and teacher work with the goal of improving instructional and student outcomes. We will also keep staff apprised of the

### Part C: Professional Development

latest trends and strategies for successful support of ELLs both in and out of the classroom environment.

### Part D: Parental Engagement Activities

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

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

Begin description here: TITLE III funds will be used to help enrich our School Wide Parent Outreach Program. Our School Wide Parent Outreach program allows for parents to attend both academic and extra-curricular activity sessions every Tuesday of the month provided by classroom and out of classroom teachers. The ESL lead provides one ELL specific session once every four weeks. The topics of these sessions include instructional shifts for ELLs and computer based programs to support language development. In addition, some of the activities planned in our ELL parent outreach program include an informational session prior to the NYSESLAT test to give tips on preparing their children for the test. The tentative date for this meeting will be the Monday before April vacation in order to allow parents time to respond back during the week with additional questions. During the meeting we will familiarize with the test format and some strategies they can use at home. In addition, we are planning a session with our librarian on literacy tips ELL parents can use at home like just right books, juicy words, etc. The date for this session will be later in the year to inform parents on the type of work they can do with their children when school is out of session. It should be noted that written notification of events provided to ELL parents are translated using the city's vendor for Translation and Interpretation Services. These documents are available in the nine city dominant languages including Chinese, Spanish, Korean, Arabic and Urdu. For parent's preferred language that is not provided by the city's vendor for Translation and Interpretation Services, notifications are sent home with a stamp stating the document has important information that needs to be translated. Additionally, we have members of school staff fluent in Spanish, Korean, Chinese, and Greek if needed during parent activities. For all other needs the school uses the Translation and Interpretation call line for assistance.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>	\$10,302	200 hours of per session fo ESL and General Ed teacher to support ELL students: 200 x \$51.51 (current teacher per session rate with fringe) = \$10,082

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$0	Children First Network #207 Support Liason - Giuvela Leisengagng, working with teachers and administrators once a month on curriculum enhancement and continued support of the ELL lead teacher.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$898	Books (guided reading, read alouds, and multi-cultural) as well as headphones with microphones to pair with Imagine Learning Software.
Educational Software (Object Code 199)	\$0	Imagine Learning is the Educational Software already being used in school.
Travel	\$0	_____
Other	\$0	_____
<b>TOTAL</b>	<b>\$11,200</b>	_____

**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 <b>25</b>	Borough <b>Queens</b>	School Number <b>79</b>
School Name <b>Francis Lewis Elementary</b>		

### 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 <b>Paula Marrom</b>	Assistant Principal <b>Jennifer Yonkers</b>
Coach	Coach
ESL Teacher <b>Mariella Barkouras</b>	Guidance Counselor <b>Kitty Chu</b>
Teacher/Subject Area	Parent <b>Janine Moll</b>
Teacher/Subject Area	Parent Coordinator <b>Jennifer Fertile</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>976</b>	Total number of ELLs	<b>79</b>	ELLs as share of total student population (%)	<b>8.09%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	

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										0
Dual Language										0
ESL	66		3	13		5				79

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		
<b>Total</b>	<b>66</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	4	6	5								17
Chinese	13	3	9	6	6	3								40
Russian														0
Bengali														0
Urdu														0
Arabic		1			1									2
Haitian														0
French														0
Korean	4	2	2	1										9
Punjabi					1									1
Polish				1										1
Albanian														0
Other	1		1	1	3	2								8
<b>TOTAL</b>	<b>18</b>	<b>6</b>	<b>14</b>	<b>13</b>	<b>17</b>	<b>10</b>	<b>0</b>	<b>78</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	1	4	4	1								12
Intermediate(I)	5	0	1	2	7	4								19
Advanced (A)	11	6	12	7	6	6								48
Total	18	6	14	13	17	11	0	0	0	0	0	0	0	79

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	3			12
5	11	3			14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		6		1				16
5	3		6		2				11
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			4		7		2		13
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)								
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.  
Our school uses a range of data to monitor ELLs, as well as, former ELLs. Early literacy skills are monitored using TCRWP Assessments such as running records, concepts of print, and on demand assessments, NYSESLAT and LAB-R exam scores, and Performance Based Assessments such as NYC DOE Local Measures of Student Learning. This data provides insights into reading comprehension, phonics and

decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using TCWRP and Performance Based Assessments.

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

Patterns in proficiency levels for the NYSESLAT reveal that ELLs in our school score relatively well in regards to the listening and speaking portion of the test. The NYSESLAT Individual Student Records as well as the RLAT report from ATS was used to determine areas of strengths and weaknesses for ELLs. For students in Kindergarten, there a majority of the students scored proficient in reading/writing but advanced in speaking/listening. For students currently in first grade and second grade, the scores show advanced levels in both reading/writing and listening/speaking levels. In third grade, students data shows a much more varied proficiency level in both all modalities, however, the majority of students fall in the advance category for speaking and listening. There were almost identical numbers in intermediate and advanced levels for reading/writing. In fourth grade, the data shows that more students scored in the advanced level in listening/speaking than in reading/writing. For this grade, there were more proficient students in reading/writing than in listening/speaking. Fifth grade data shows more variety in proficiency levels with an equal split in student performing at levels in all modalities. The ESL teacher examined this data and shared information with classroom teachers of ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on patterns across NYSESLAT modalities, ESL instruction will place an emphasis on the areas of listening and speaking for kindergarten and fifth grade. ESL instruction for first, second, third and fourth will place equal emphasis on the areas of reading, writing, listening and speaking. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice.

4. For each program, answer the following:

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

a. Patterns across proficiencies and grades are stated above. Data for ELLs taking tests in native language is applicable in NYS Math exams. Based on low inference data, trends for students who took the exam in their native language show that they used the test in the native language as a reference but still completed the exam in English, with a few exceptions. These students' scores ranged from level 1 and level 2. There is no variation in NYS test scores for ELLs tested in English only.

b. ELL Period Assessments will not be used for the 2013 - 2014 school year. Teachers will use TCRWP assessments (running records, concepts of print, on demands) and Performance Based Assessments to design instruction based on student needs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students.

c. Through analysis of the above listed assessment data, we have learned that ELLs need to increase academic vocabulary. Building on this, we have learned that our ELLs need to improve their collaborative discussion techniques by using more academic, rich language. Also, there is a need for ELLs to transfer the work done in planning stages for writing into cohesive and structured writing pieces.

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 foundation of RtI for ELLs begins with strengthening the core instruction in Tier 1 to support language and literacy development. Teachers focus on building on and expanding ELLs existing oral language competencies to support literacy learning and content knowledge. In Tier 1, instruction is focused on teaching specialized vocabulary as well as elements of academic language. We understand that building such conceptual and language skills is essential for ELLs to succeed in school. Core instruction that promotes oral language development is necessarily rich in both language and content. We incorporate text-based content learning in interactive experiences that promote academic conversation and knowledge building. Strategies that promote ELLs' oral language development are explicitly planned for and incorporated in lessons throughout the school day. Some of these strategies are: building background knowledge, previewing key concepts and challenging vocabulary, close interactive read aloud, engaging students in discussion and dialogue about a big idea in the text, collaborative discussion and debate, role playing, rehearsed oral performance, multifaceted and intensive vocabulary instruction including vocabulary learning strategies such as using visual cues and total physical response, and jointly constructed extended writing.

Based on assessment data, some ELLs who have been provided high-quality instruction in Tier 1 may still have trouble demonstrating adequate progress in targeted skills and competencies. These ELLs will be selected to receive targeted interventions in Tier 2 during the school day. In this tier, classroom teachers support students through differentiated instruction and research-based modifications from the Pre-Referral Intervention Manual. In addition to this, ELLs are offered additional target, small group support during AIS extended day. During AIS, ELLs are offered extra targeted literacy instruction as well as differentiated instruction in mathematics.

ELLs who have been provided with high quality instruction in Tier 1 and targeted interventions in Tier 2 may still have trouble demonstrating adequate progress in targeted skills and competencies. Our school offers these students Special Education Teacher Support Services as an at risk service to students in Tier 3 during the school day. This program provides students with extra support in the areas of reading, writing and math. In this tier, a special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing. Additionally, in Tier 3, students will be referred for an evaluation for special education services

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

Research informs us that ELLs draw on what they know about their home languages to learn to read and write in English. Our school understands that students who capitalize on cross-language transfer learn to read and write in English more easily than students who do not use this strategy. There are many skills and much knowledge that can transfer from a home language to English, and therefore do not need to be re-taught. Our teachers use knowledge of what literacy-related skills and experiences ELLs have in their home languages to build on our students' strengths and needs, promote metalinguistic awareness, and encourage this type of language transference.

Our teachers help and encourage ELLs to identify similarities and differences between their two languages and apply them to learning to read and write in English. We place an emphasis on not re-teaching children what they already know. Teachers incorporate cross-language connections into their teaching throughout the day and across the curriculum. Some ways teachers promote cross language connections is by identifying cognates in books read, creating a word walls that highlight the similarities and differences between the home language and English in relation, using students' home languages to build background knowledge by previewing key concepts and challenging vocabulary, as well as reviewing key concepts – all in native languages when possible and reading bilingual books to point out parallels and contrasts between the two languages (e.g., tone, text structure, word choice).

7. For dual language programs, answer the following:

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

N/A

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

In order to evaluate the success of our programs for ELLs, we use data from assessments like the NYS assessments (LAB-R, NYSESLAT, ELA, Math and Science), TCRWP assessments, Performance Based assessments and as well as track student development through individual portfolios.

## 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](#).)

Upon registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are assisted in the completion of a Home Language Information Survey (HLIS) form in their native language by a licensed pedagogue. If the Other Than English Language Exposure (OTELE) code designation on

the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school by a certified ESL teacher. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL). Students who are unable to pass the LAB-R and speak Spanish are administered the Spanish LAB by a Spanish speaking ESL teacher. The Spanish LAB is also administered by a certified pedagogue who is proficient in Spanish. At the end of the testing period, parents are notified immediately if their child is eligible for ELL services. At this time, the ESL teacher sends home an invitation to attend Parent Orientation where parents will then fill out a Program Selection Survey, Program Selection form and brochure. These documents are filled out and collected at the end of Parent Orientation. If parents do not attend the Parent Orientation, the ESL teacher conducts outreach to provide another, separate time so parents can complete appropriate forms. Translators are used as needed.

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.  
Within ten days, the ESL teacher and the assistant principal conduct a parent orientation meeting with assistance from the parent coordinator. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language). Additionally, at this meeting, parents watch the NYC DOE Parent Orientation video in English and the home language. Meeting facilitators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. All forms are collected after the orientation and kept on file.
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 [\[see tool kit\]](#).)  
To ensure that parents receive entitlement letters, letters were sent home promptly at the beginning of the school year in both home language and English. Also, follow up calls were made to ensure receipt. Copies of all letters are kept on file in both home language and English.

When Free Standing English as a Second Language is indicated on the Parent Survey, ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters. The school currently does not have a TBE or Dual Language model due to insufficient amount of students with one common language to provide these programs. Parents, who requested a TBE or Dual Language model for this year, were informed of the nearest school within our district that offers this model. All of these interactions, letters, and forms are kept on file in yearly folders.

In order to ensure that parents understand the programs available for their child, the Parent Orientation provided brochures in English and in the home language to parents. Additionally, Parent Surveys and Program Selection forms are given to parents during an in-school orientation. Make up sessions were scheduled to ensure receipt. Copies of all documents are kept on file in both home language and English. During the orientation, parents also had the opportunity to ask questions, which certified pedagogues answered. Also, the orientation video was played in each home language.

Original placement documents are placed in the student's cumulative record. Copies are kept on file in the school to record that the letters were provided for both newly identified ELLs and continuing ELLs.

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.  
In accordance with the Parent Survey and the current ESL programs available at our school, we follow the prescribed procedures for placing ELLs into instructional programs. Parents are notified of their child's placement with a Placement Letter in both their native language and English. As mentioned earlier, during Parent Orientation and in follow up sessions, the current program model available is clearly communicated to parents.
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.  
Administration of the NYSESLAT is comprised of a team of teachers. Teachers selected for administration of the Speaking section are those who do not currently teach ELLs. A team of teachers work with the ESL teacher to administer the listening, reading, and writing sections on separate days and times based on a testing schedule. Students are scheduled to take the NYSESLAT in grade level groups of approximately 10 students per group in a quiet location.

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. *①*
- Based upon review of past Parent Surveys and Program Selection forms, the majority of parents at our school choose Freestanding ESL. A minimal response, two this year, listed a dual language program in Chinese as first choice. This year, no parents indicated TBE program as their first choice. Since the current majority parent choice is Freestanding ESL in our school, there is alignment between parent choice and program offering. In the future, if parent choice shifts and we have the required number of students to meet the program demands, the school will take appropriate action.

## 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])?
- All ELLs are held to rigorous academic standards and receive the mandated number of hours in all subject areas including ESL instruction. The ESL teacher uses the results of the LAB-R, as well as, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether students receive 180 or 360 minutes of ESL per week. Instruction of ELLs is delivered through a push-in model where co-teaching takes place as well as some pull-out classes to meet the needs of our students. In both push-in and pull-out program models, students are ungraded and heterogeneous. During pull-out program models, students meet in ESL classroom. Lessons are designed to promote critical thinking, problem solving, and effective communication through oral and written language. One way teachers differentiate learning for ELLs, is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher ensures ESL students receive instruction aligned with the Common Core Learning Standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit

lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

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

The ESL teacher collaborated with special education and general education teachers of ELLs to plan and ensure that all students meet their mandated number of instructional minutes according to proficiency levels in each program model. With push-in models, the student-teacher ratio is two teachers to 32 students. With pull-out model, it is one teacher to 32 students maximum. Each student is scheduled per individual level via a push-in or/and pull-out model to meet their mandated minutes. Beginner and intermediate ELLs receive 360 minutes of ESL instruction. Advanced ELLs receive 180 minutes of ESL instruction. As a result of parent choice, our school currently provides a Freestanding ESL Program therefore instructional minutes in which the language of instruction is other than English does not exist. However, native language supports are provided and student's home language honored and valued.

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.

Our school uses GO Math! which offers opportunities for differentiation through use of games, manipulatives and group projects based upon skills and level. ELLs master scientific literacy by modeling scientific methods of investigation through a "hands-on" approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. Following the NYC Social Studies Core Curriculum, ELLs are supported by the use of children's literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs. Formal and informal assessments (i.e. TC assessments, state exams, etc.) will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies. ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, the ESL and classroom teachers also facilitate guided reading groups. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

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

Our school currently does not have a dual-language or TBE program, however, native language assessment is used for state assessments that do not measure reading comprehension such as NYS Math and Science exams. In addition, teachers are able to assess in native language by using staff and students to translate assessments as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the ESL teacher and co-teachers work collaboratively to build instruction that includes speaking, listening, reading and writing. Progress monitoring occurs throughout the year in the forms of diagnostic, formative, and summative assessments.
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).

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system), ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in this subgroup are asked to think, talk, read and write about content in addition to the methods listed above. At this time, we have no Long-Term English Language Learners or SIFE students. In the case that a SIFE student is admitted into our school, there are systems in place to offer that student additional instructional support from the ESL teacher.

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?

ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concepts maps across the curriculum to promote acquisition of skills. The ESL teacher, along with input from a certified Special Education teacher, modifies lessons using strategies such as repetition of instruction, reduced task length and shortened directions to meet the needs of students in this sub-group.

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 flexibly schedules all students with disabilities including ELLs based upon the Continuum of SPED services. Least restrictive environment is always a priority when making appropriate IEP recommendations for ELL students with disabilities. One way we do this, is by integrating our ELL students with disabilities into general education classroom settings when appropriate with the support of the special education and ESL teachers. Additionally, when appropriate, ELL students with disabilities are integrated with their non-disabled peers during ESL sessions to the greatest extent possible. To support diverse ELL students with disabilities in an integrated setting, the ESL teacher collaborates with the special education teacher and related service providers to support students in meeting IEP goals and attain English proficiency in the least restrictive environment. One way we do this is by using the IEP as an instructional tool that supports individual ELL students in accessing the curriculum. For example, some of the IEP mandated strategies in place for our ELL students with disabilities are: directions repeated in a slower, concise manner, repetition of instruction, extra time to acquire new information and on focus task prompts. In accordance with Chapter 408, the ESL reviews the IEP annually for all ELL students with disabilities. Records of this are maintained at the school.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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


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

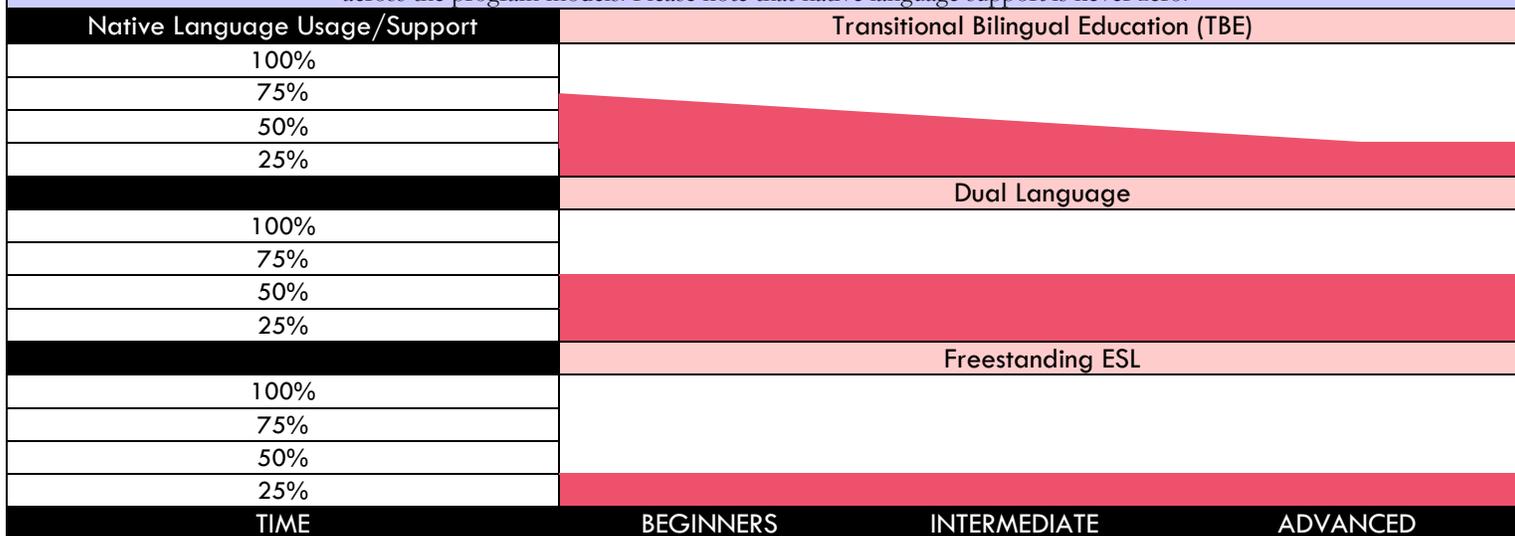
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The intervention services available at our school include Extended Day AIS services, Title 3 afterschool programs and Response for Intervention (Rtl) programs. All of these programs are offered in English.
- The Rtl program as described in Section III consists of three tiers. In Tier 1, our school focuses on strengthening the core instruction our ELL students receive. Based upon assessment data, ELLs may be moved into Tiers 2 and 3. In both of these tiers, we offer targeted instruction and support to address areas of need. In addition to the classroom teacher, a special education teacher supports students in these tiers via direct and indirect services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based upon data analysis, our ELL students are making slower gains in reading and writing when compared to English speaking peers. In math, our ELL students are performing slightly below their English speaking peers. Our school uses this data to inform areas of improvement for our current program. Currently, teacher teams focus inquiries around strategies to support higher expectations and outcomes for ELLs in both content and language development with appropriate scaffolds. One teacher team is focused on a study of close reading of complex text to support academic vocabulary acquisition for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, we are continuing staff development around Universal Design for Learning (UDL). Teachers are working to support our ELL students by planning in ways that provide access for all learners, including ELLs and SWDs. In addition, as mentioned in a prior section, classroom teachers are adopting approaches that promote cross-language transference to ensure multiple entry points for speakers of other languages.
12. What programs/services for ELLs will be discontinued and why?
- We have not discontinued any programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. ELLs participate in all cluster programs. Our school offers the following cluster programs: visual arts, music, dance, library hours, theater, and graphic design/publishing. In addition, they are afforded equal access to our elective arts programs after school programs, extended day programs and all extracurricular activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include but are not limited to: bilingual texts, native language translation services, multicultural texts, iPads, smart boards, computer labs, elective arts programs, and after school programs. We also offer parent workshops to support students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As mentioned earlier, one improvement we are making this year is the continued staff development around UDL and the incorporation of UDL methodology into teaching practice. By planning with UDL in mind, all our learners, including ELLs, are ensured access into the curriculum. With this in mind, honoring the use of children's native language is essential. As often as possible, teachers use native language to clarify instructions. Additionally, teachers may ask one or two students to help another student who speaks the same language so that students can negotiate meaning together. Also, writing and reading is accepted in native language in beginning language acquisition stages.
- Our teachers help and encourage ELLs to identify similarities and differences between their two languages and apply them to learning to read and write in English. Teachers incorporate cross-language connections into their teaching throughout the day and across the curriculum. Some ways teachers promote cross language connections is by identifying cognates in books read, creating a word walls that highlight the similarities and differences between the home language and English in relation, using students' home languages to build background knowledge by previewing key concepts and challenging vocabulary, as well as reviewing key concepts – all in native languages when possible and reading bilingual books to point out parallels and contrasts between the two languages (e.g., tone, text structure, word choice).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Programs are scheduled based on grade and proficiency level to the greatest extend possible.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

For newly enrolled ELL students in our school in the beginning of the school year, there is an interview conducted by a licensed pedagogue. Parents/guardians complete a Home Language Survey with the assistance of a certified pedagogue.

For new ELLs who enroll throughout the year, there is an interview conducted by a licensed pedagogue and parents complete a Home Language Survey with the assistance of a licensed pedagogue. During the interview process, it is determined whether the student has previously attended an English speaking school or if this will be the student's first time attending an English speaking school. If the student has previously attended an English speaking school, information about ELL services is gathered. If the student received ELL services in a previous school in a program model that is not currently being offered at our school based upon insufficient amount of students with one common language, the parents are informed of the nearest school within our district that offers that model.

If it is determined that this is the student's first time in an English speaking school, the parent is informed that their child will be administered the LAB-R within the first ten days of schools and all procedures indicated in Part IV: ELL identification process are followed.

In addition, new students whom enroll throughout the school year are allotted time to adjust in the classroom.

18. What language electives are offered to ELLs?

**Language electives are not offered at our school.**

19. For schools with dual language programs:

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

N/A

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

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

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional developments. In addition, the ESL teacher attends all monthly ELL liaison meetings facilitated by our CFN (Children's First Network). The ESL teacher is also plans on attending several workshops offered by Teachers College to explore ways to value and welcome ELLs to the classroom in authentic ways by connecting to principals of Universal Design for Learning. The ESL teacher will attend all other applicable workshops provided by the DOE.

Classroom teachers receive differentiated professional development to support instructional learning environment for ELLs. The principal and assistant principal provide staff support via observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. Last year, the ESL teachers received training from our CFN 207 instructional coach focused around improving and building academic language for ELLs. The ESL teacher turn keyed this work to teachers during team meetings and professional development sessions. This work continues this year through teacher team inquiry work. Teacher inquiry teams meet periodically and study methodologies to support ELLs under the guidance of the ESL teacher. In March, a faculty conference will be devoted to providing teachers and understand of the demands of the NYSESLAT. Teachers are provided support to assist ELLs as they transition from elementary to middle school through workshops offered by our CFN. In addition, on-site support from the ESL teacher focuses on the building of academic language that will help ELLs experience success as they transition. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

Some of the specific workshops provided for the school staff include regular professional development trainings, approximately six times a year, from TCWRP leaders which include strategies for ELLs. During Chancellor's Day and Brooklyn Queens Day, there is a turn key of professional development provided by school staff whom have attending ELL workshops provided by the CFN and Teachers College. Also, inquiry circles whose focus is in meeting the needs of linguistically and culturally diverse students turn key their research at the end of the inquiry cycle to provide the minimum 7.5 hours of ELL traing for all staff.

## 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. Parent involvement includes invitations to classroom celebrations, coffee & conversation dates with the principal, monthly PTA meetings, class trips, and school recitals. We hold regularly workshops for parents in addition to the invitations to activities listed below. Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events. Translation services are available during parent/teacher conferences and translators are called ahead of time to attend important parent meetings.

2. At this time the school does not have any partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL Parents.

3. We evaluate the needs of parents through surveys, PTA meetings, the Learning Environment Survey which is sent home. Additionally, our school has an open door policy to ensure that parents are comfortable expressing their concerns and needs. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally.

4. Through our parent involvement activities, we strive to keep parents of ELL students informed about school curriculum and activities. All our ELL parents are included in our mainstream parent activities.

Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Meet the Teacher(Sept.)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Performances
- Respect for All assemblies
- Coffee and Conversations with the Principal
- Music/Arts Festival
- Multicultural School Events

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name:** Francis Lewis Elementary

**School DBN:** 025Q07

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Marron	Principal		11/8/13
Jennifer Yonkers	Assistant Principal		11/8/13
Jennifer Fertile	Parent Coordinator		11/8/13
Mariella Barkouras	ESL Teacher		11/8/13
Janine Moll	Parent		11/8/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kitty Chu	Guidance Counselor		11/8/13
	Network Leader		
	Other _____		

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

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

DBN: 25Q079 School Name: Francis Lewis Elementary

Cluster: 2 Network: 207

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

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

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

The Home Language Identification Survey (HLIS) and Home Language Codes in our school's ATS system allow us to assess our 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. The information provided from this data then allows us to gauge what languages are spoken in our school and provide school information in home languages. The NYCDOE materials available in a variety of languages and services provided by the city are then used for communication.

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.

Based on analysis of the UPPG, the written translation and oral interpretation needs of our school are in the following languages Arabic, Bengali, Chinese including, Cantonese, unknown dialects, and Mandarin, Darsi/Farsi/Persian, English, French, Greek, Hindi, Hungarian, Italian, Japanese, Khoisan, Korean, Macedonian, Pashto, Philipino, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, Tamil, Turkish, Urdu and Vietnamese. There are under five parents (in each listed language) who may require oral/written translation in Arabic, Bengali, French, Hindi, Hungarian, Italian, Japanese, Khosian, Pashto, Philipino, Polish, Punjabi, Russian, Serbo-Croatian, Tamil, Turkish, Urdu and Vietnamese. There are under 10 parents (in each listed language) who may require oral/written translation in Greek and Macedonian. There are 168 parents who may require oral/written translation in Chinese including all Cantonese, unknown dialects, and Mandarin. There are 88 parents who may require oral/written translation in Korean and 56 parents who may require oral/written translation in Spanish. This information is shared with staff at a faculty conference as well as with SLT and the PTA.

## Part B: Strategies and Activities

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

The school uses NYCDOE Translation & Interpretation Unit services when needed. If written documents are needed to be translated that are not already provided by NYCDOE then documents are submitted in a timely manner to allow for processing.

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

Oral interpretation services provided by the school are a combination of use of the NYCDOE Translation & Interpretation Unit over-the-phone services and in-house by school staff. For times when immediate communication is needed and a staff member speaks the home language an in-house approach will be used. For formal parent conferences and meetings over-the-phone translation & interpretation services will be used or a pre-requested translator will be called in from the same unit.

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>.

Our school has already fulfilled Section VII of Chancellor's Regulations A-663 regarding parental notifications requirements for translation and interpretation services by first determining within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. In addition, we maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. In addition, parents are provided with a brochure from the Translation & Interpretation Unit at registration and again at Parent/Teacher Conferences. Parents are also aware that they are allowed to bring an adult companion (over the age of 18) to provided translation and intepretation services and they can request free services when necessary.

In regards to school notifications to parents, our school and offices providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also have posted in the main entrance of the school a sign in most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website is used to help provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services when needed.