

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ELM TREE ELEMENTARY SCHOOL
DBN (i.e. 01M001): 24Q211
Principal: DONNA ESTRO
Principal Email: DESTRO@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Donna Estro	*Principal or Designee	
Charles Hauber	*UFT Chapter Leader or Designee	
Carmen Cornell	*PA/PTA President or Designated Co-President	
Trudy Pierrepont	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Kristen Niven	Member/ Assistant Principal	
Natalia Gomez	Member/ UFT	
Amada Reyes	Member/ Parent	
Violeta Moreno	Member/ Parent	
Gricel Garcia	Member/ Parent	
Jennie Polanco	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of our teachers will demonstrate an increased capacity to ask open ended questions and generate student led discussions during the implementation of classroom lessons. Observations utilizing the Danielson Teaching Framework conducted from September 2014 through November 2014 will provide baseline data. Observations utilizing the Danielson Teaching Framework conducted from April 2015 through June 2015 will provide data from which growth will be measured.

Comprehensive Needs Assessment

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

Findings of the 2013-2014 New School Quality Review Report recommended Elm Tree "...adjust curricula and academic tasks to reflect higher order thinking in order to cognitively engage all learners, including English Language Learners and Students with Disabilities." In addition, teacher observations utilizing the Danielson Teaching Framework in the 2013-2014 school year identified "Questioning and Discussion Techniques" as an area of need. Goal #1 is driven by the need to provide all students with the opportunity to respond to critical thinking questions and engage in critical thinking dialogue for the purposes of increasing the rigor of instruction in all content areas.

Instructional Strategies/Activities

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

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

1. Danielson Teaching Framework observation feedback
2. Teacher self-evaluation of observations based on Danielson Teaching Framework rubric
3. Professional development to engage teachers in use of Blooms and Costas levels of questioning
4. Teacher use of videotaping to self-evaluate level of questioning

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

1. Principal Estro and Assistant Principal Niven will provide post observation conferences for all observations including those not rated
2. Teachers will rate their own lessons based on the Danielson Teaching Framework rubric prior to Post Observation Conferences
3. Teachers will participate in school level professional development to incorporate Blooms Taxonomy and Costas Levels of Questioning
4. Teachers will self-evaluate videotaping and share with Administrators

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

1. Questioning and Discussion Techniques will be evaluated after all observations for the purposes of measuring growth
2. Teachers will identify both progress and growth targets as a result of self-evaluation using the Danielson Teaching Framework rubric
3. Percentage of Blooms and Costas questioning as well as discussion strategies will be evaluated after each observation
4. Our target of 100% participation in videotaping will be progress monitored throughout the year

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

1. Observations of questioning and discussion techniques, including both rated and unrated, will begin in September and commence in June.
2. Teacher self-evaluation will take place after every observation
3. Professional development related to questioning and discussion techniques will take place once each month on Monday
4. Videotaping will begin December, 2014 and continue through June, 2015.

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

1. Distribution of Danielson Teaching Framework and rubric during September professional development
2. Scripts for all observations provided for teacher self-evaluation
3. Blooms and Costas resources for teachers
4. Copies of lesson videos placed on CDs for the purposes of self-evaluation, paired viewing and staff sharing

Strategies to Increase Parental Involvement

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

Teachers will collaborate with parents to utilize questioning strategies at home. Teachers will provide questions and discussion starters for parents to use at home with weekly homework.

Teachers will provide strategies for parents to increase their child's discussion skills at home using books, television and movies

Parent Coordinator will provide discussion strategies to use at home on the topic of CookShop
Guidance counselor will provide discussion strategies to use at home on the topic of Cool Culture Trips
Guidance counselor will provide discussion strategies to use at home on the topic of our character development theme each month

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of teachers will demonstrate an increased capacity to differentiate the small group component of classroom lessons in both Math and Literacy. Both written lesson plans and observations utilizing the Danielson Teaching Framework conducted from September 2014 through November 2014 will provide baseline data. Both written lesson plans and observations utilizing the Danielson Teaching Framework conducted from April 2015 through June 2015 will provide data from which growth will be measured.

Comprehensive Needs Assessment

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

Findings of the 2013-2014 New School Quality Review Report recommend Elm Tree "...strengthen the creation of academic tasks in order for all students to demonstrate higher levels of thinking and participation and produce meaningful work products." In addition, teacher observations utilizing the Danielson Teaching Framework in the 2013-2014 school year identified "Student Engagement" as an area of need. Goal #1 is driven by the need to provide all students with the opportunity to engage in challenging, meaningful tasks for the purposes of increasing the rigor of instruction for individual students in all content areas.

Instructional Strategies/Activities

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

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

- 1 Danielson Teaching Framework observation feedback
- 2 Teacher self-evaluation of observations based on Danielson Teaching Framework rubric
- 3 Professional development to engage teachers in strategies for differentiating student work
- 4 Collection of student artifacts to determine differentiated levels of instruction

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

- 1 Principal Estro and Assistant Principal Niven will provide post observation conferences for all observations including those not rated
- 2 Teachers will rate their own lessons based on the Danielson Teaching Framework rubric prior to Post Observation Conferences
- 3 Teachers will participate in school level professional development on the topic of differentiation once per month on Monday afternoons
- 4 Teachers will self-evaluate using artifacts collected after each lesson

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

- 1 Differentiated lesson activities will be evaluated after all observations for the purposes of measuring both growth and effectiveness
- 2 Teachers will identify both progress and growth targets as a result of self-evaluation using the Danielson Teaching Framework rubric and artifact analysis
- 3 Effectiveness in implementing new learning from professional development in both written lesson plans and classroom activities will be measured during observations
- 4 Effectiveness in identifying and implementing meaningful differentiated student artifacts will be evaluated during observations

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

- 1 Observations of differentiated instruction, including both rated and unrated, will begin in September and commence in June.
- 2 Teacher self-evaluation of differentiated instruction will take place after every observation
- 3 Professional development related to differentiated instruction will take place once each month on Monday
- 4 Sharing of student artifacts will begin December, 2014 and continue through June, 2015.

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

- 1 Distribution of Danielson Teaching Framework and rubric during September professional development
- 2 Scripts for all observations provided for teacher self-evaluation
- 3 Monthly programmed time for the purposes of professional development on the topic of differentiation
- 4 Monthly programmed time for the purposes of evaluating student artifacts

Strategies to Increase Parental Involvement

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

Parents are invited to attend our ESL parent classes to assist parents in their ability to help students with their homework.

Parents of students in Tier II and III of RTI will be sent home a workbook to help their child practice strategies to increase reading and phonics skills at home

Parents will be provided with leveled take-home stories to assist their children with reading at home

Parents receive Parent Take-Home letters to assist parents with the vocabulary and skills of the week.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 100% of our First Grade ELLs reading at level A or B will increase at least 3 reading levels. Fountas & Pinnell Fall administration will serve as the baseline data. Fountas & Pinnell Spring administration will serve as the data by which progress will be measured.

Comprehensive Needs Assessment

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

Data analysis of our 2013 – 2014 Kindergarten reading scores showed 31% (37 students) moved 3-8 levels, 63% (76 students) moved 1-2 levels, and 6% (7 students) did not make progress. Goal #3 is driven by the necessity to increase the progress of our first grade ELL students in the area of both reading and comprehension for the purposes of closing the achievement gap as early as possible.

Instructional Strategies/Activities

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

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

1. Incorporate Imagine Learning leveled computer program into our AIS Program
2. Create an afterschool program for students in Tier II and Teir III of RTI
3. Increase the number of higher order thinking questions that teachers use during classroom instruction
4. Differentiate lesson tasks to provide challenging activities that meet the needs of all learners

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

1. Purchase of adequate Imagine Learning student licenses and training for teachers provided by both Imagine Learning consultants and school technology coordinator
2. Identify funding and secure personnel and resources for afterschool program
- 3 Teachers will participate in school level professional development to incorporate Blooms Taxonomy and Costas Levels of Questioning once per month on Monday
- 4 Teachers will participate in school level professional development on the topic of differentiation once per month on Monday

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

1. Imagine Learning individualized periodic assessment will be used to evaluate progress in reading
2. Students participating in afterschool program will be progress monitored to determine the effectiveness of the program
- 3 Percentage of Blooms and Costas questioning as well as discussion strategies will be evaluated after each observation
- 4 Effectiveness in identifying and implementing meaningful differentiated student artifacts will be evaluated during observations

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

1. Imagine Learning will begin in December 2014 and continue through June 2015
2. Title III Afterschool Program will begin in November 2014 and continue through at least April 2015
3. Implementation of higher order thinking questions and discussion strategies will begin in November 2014 and continue through June 2015
4. The implementation of differentiated learning tasks will begin in November 2014 and continue through June 2015

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

1. Secure Imagine Learning and program students in both AIS and afterschool
2. Secure resources and program the Title III afterschool program
3. Program a series of Professional Developments on the topic of Higher Order Thinking Questions and Discussion Strategies
4. Program a series of Professional Developments on the topic of Differentiated Instruction

Strategies to Increase Parental Involvement

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

Parent outreach for enrollment in afterschool program
Parent workshops for ESL classes, including how to support children with homework
Parent resources to provide workbook activities which reinforce school work
Agenda books to increase parent communication regarding literacy homwrok and classroom instruction
Homework sheets translated in Spanish to increase parent understanding of homework directions
Christmas, Winter and Spring literacy packages including a leveled book and CCSS aligned skill based tasks.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The Fountas and Pinnell Leveled Literacy Intervention System is used to service our students in Tier II of RTI. Each lesson builds upon the prior lesson and increases in text complexity to expand reading and writing capabilities. The lessons are designed with supportive oral language, reading, writing, phonics and word study. The emphasis of instruction is on comprehension strategies for both fiction and nonfiction texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words in activities designed to help students notice details of written language and learn how words “work.”</p> <p>Students in Tier III receive instruction in both Fountas and Pinnell Leveled Literacy Intervention System and Wilson Basics Program, Foundations. Foundations is an intense phonics program approach that systematically and comprehensively instructs students in phonemic awareness and word study to build fluency, vocabulary development and applications of strategies for understanding text.</p> <p>In addition, we have begun purchasing Imagine Learning licenses that we are utilizing with Tier III students during AIS</p>	<p>Based on the evaluation of triangulated data using the Fountas & Pinnell Fall administration results, the LAB-R, the Spring NYSESLAT and classroom teachers’ observations, students were identified for Tier II and Tier III instruction.</p> <p>Students are pulled for small group instruction in groups of 2/3 and 5/6. The ELL Coordinator, the AIS Coordinator, the Art teacher, the Science teacher and the two ICT Special Education teachers all pull groups of students 2x per week to work with either Fountas & Pinnell Leveled Literacy Intervention System, Foundations, Imagine Learning, or a combination of two programs.</p>	<p>Period 6 has been programmed for one hour and has been blocked Monday through Friday for AIS in all classrooms. Out of classroom personnel pull small groups of Tier II and Tier III students during this period Monday through Thursday for literacy intervention and teachers provide small group / literacy activities for the remaining students in each class.</p>
Mathematics	<p>Based on needs assessment, teachers utilize technology resources, re-teaching workbooks, manipulative work and modeling to provide extra support to students struggling with math concepts or problem solving.</p>	<p>Based on on-going data collection teachers identify individual needs for groups of students and provide center / small group instruction. Some students are pulled for small group remedial instruction outside of the classroom.</p>	<p>Period 6 has been blocked school-wide for AIS/Small group instruction. On Friday students receive targeted instruction in the area of Mathematics. Small groups work on differentiated math activities, utilize technology and/or work with the teacher to receive targeted</p>

			instruction.
Science	AIS lessons are designed with supportive oral language, reading, writing, phonics and word study. The emphasis of instruction is on comprehension strategies, and a percentage of lessons are based on science texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words and activities designed to help students notice details of written language and learn how words “work.”	Based on on-going data collection teachers identify individual needs for groups of students and provide tasks / small group instruction. Some students are pulled for small group remedial instruction outside of the classroom and engage in non-fiction reading in the area of science.	Period 6 has been blocked school wide for AIS and small group instruction. Students receive targeted instruction as they work in small facilitated groups, independently work on literacy tasks, and utilize technology while working on reading and skills. Texts include non-fiction science based topics.
Social Studies	AIS lessons are designed with supportive oral language, reading, writing, phonics and word study. The emphasis of instruction is on comprehension strategies and a percentage of lessons are based on social studies texts along with effective and efficient strategies for expanding vocabulary. Specific work is on sounds, letters, and words in activities designed to help students notice details of written language and learn how words “work.”	Based on on-going data collection teachers identify individual needs for groups of students and provide tasks / small group instruction. Some students are pulled for small group remedial instruction outside of the classroom and engage in non-fiction reading in the area of social studies.	Period 6 has been blocked school wide for AIS and small group instruction. Students receive targeted instruction as they work in small facilitated groups, independently work on literacy tasks, and utilize technology while working on reading and skills. Texts include non-fiction social studies based topics.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The SBST provides on-going support in evaluating and identifying individual student needs. The Guidance Counselor provides mandated counseling as well as At-Risk counseling for students showing difficulty in the social setting of the classroom.	Mandated counseling follows the recommendations of the IEP. At-Risk counseling follows the immediate needs of the students including one-to-one, small group, time-out, and peer mediation	Mandated services follow a regular schedule. At-Risk students are provided with a 6 week schedule that is progress monitored to determine the need for continued mandated counseling. In addition, counseling services are provided on an as-needed basis for students determined to be in crisis.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All new staff members were interviewed by a hiring committee at Elm Tree and determined to be highly qualified regarding certification and appropriate license area. A week long Summer Institute was created to support new teachers with professional development in Reading Streets, EnVision Math, Curriculum Mapping and strategies to support English Language Learners. In addition, all new teachers attended a week long Responsive Classroom Institute to develop strategies for a social and emotional approach that is used at Elm Tree Elementary School.

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).
Each Monday teachers remain for 1 hour and 20 minutes of professional development. Twice a month the Professional Development is part of a series that addresses the school's instructional focus which is Differentiated Instruction. Once each month the professional development focus is on a book study. Teachers belong to one of two book studies, depending on both choice and need. During school months which are inclusive of 4 Mondays, the professional development is based on need. All teachers participate in a series of inter-visitations that is based on both choice and need. All teachers participate in a series of videotaping for the purposes of reflecting on teaching practices. Each Tuesday teachers remain for 1 hour and 10 minutes. During the first 30 minutes teachers work in Kindergarten and First grade teams on inquiry and data analysis related to writing tasks and math exemplars. On Wednesdays Kindergarten teachers meet to curriculum map for one hour for which they receive per session. On Thursdays the First Grade team meets to curriculum map for one hour for which they receive per session.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All tax levy funds as well as Federal Government Title I funds have been leveraged to address the hiring of highly qualified teachers as well as the purchase of materials and equipment to address the CCSS and the Danielson Teaching Framework.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Elm Tree Elementary school will provide a positive emotional, social, and safe environment to assist preschool children with the transition to kindergarten by: Incorporating the Responsive Classroom Approach into the classroom curriculum Hold a Parent Orientation Meeting at the beginning of the school year to support parents in learning about the mission and philosophy of Elm Tree Elementary School Create multiple opportunities for parent involvement within the classroom to ease transition Provide parent workshops based on parent need Offer ESL classes for parents to assist in language acquisition Identify student artifacts in cumulative records provided by Pre-School to assist in meeting the needs of all students in a timely fashion Ensure that each child is receiving the services indicated on their IEP Assess each student with Fountas & Pinnell to identify differentiated reading level in a timely fashion Assess each ELL student with NYSITELL to identify their level of English proficiency in a timely fashion Provide Early Intervention/RTI for students in Tier II and Tier III in a timely fashion Provide Afterschool Programs for struggling students

Measures to Include Teachers in Decisions Regarding Assessments

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

All decisions regarding assessment choice are made collaboratively either whole school or within grade wide learning teams. Teachers evaluate and decide whether to implement program assessments or team created assessments. Teachers meet in grade teams to develop both writing tasks and math exemplars. Both writing tasks and exemplars are created based on the results of the prior assessment. Teachers analyze data from the prior assessment to determine the focus for the new assessment.

New assessments focus on reinforcing strategies that have been identified as strengths, as well as incorporating strategies to reinforce areas of need.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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

- provide materials and training to help parents work with their children to improve their achievement level such as lending library, homework workshops, technology instruction including laptops, iPads and eReaders, parent ESL classes
- actively encourage parents to join both the Parent Teacher Association and the School Leadership Team to become part of the decision making constituents of Elm Tree;
- foster a caring and effective home-school partnership through school celebrations, participation in Cool Culture and CookShop for Families, Agenda books for students, school Newsletters and designating a comfortable parent room hosted by a bilingual parent coordinator where parents can comfortably participate in the school community;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand including disseminating information in home language/language of choice;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community including classroom celebrations and planned classroom activities with parent support;
- provide teachers with time to participate in parent engagement activities on a regular basis each Tuesday from 2:20pm – 3:00pm. Teachers will engage in a variety of activities that support parent engagement such as creating newsletters, planning celebrations, creating vacation packets for students, conduct parent meetings and make phone calls. Teachers will call a minimum of 5 parents each week to identify something positive about their child

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

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

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

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

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

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

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

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

I. School Responsibilities

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

- Programming academic time effectively;
- Provide program materials that support the acquisition of English Language Learners
- respecting cultural, racial and ethnic differences through our "Make the Right Choice Program as well as our DL program;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality standards based instruction in all content areas as well as standards based assessments and evaluations;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$164,475.63	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$13,868.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,413,379.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Elm Tree Elementary School	DBN: 24Q211
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 147
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: _____

Rationale:

Our English Language Learners were administered the Fountas & Pinnell Assessment during the first weeks of school. After collecting and analyzing that data, students in both Kindergarten and First Grade were placed in either Tier I, Tier II, or Tier III of RTI. Students in Tier III are serviced within the school day during our AIS period in small groups. Students are seen for 1 hour 2x per week. Because of the high numbers of ELLs in our school we were not able to service our Tier II students during the AIS period. Our English Language Learner Afterschool Program was created to provide additional time on task for our Tier II students. This program will offer them the opportunity to receive additional instruction for 3 hours each week with a lower student/teacher ratio.

Subgroups/Grade Levels:

The total number of ELL students in both Kindergarten and Grade One who tested into our Tier III is 40 and they will be serviced during the day, 2x per week for one hour each session. The total number of ELL students in both Kindergarten and Grade One who tested into Tier II is 38 and these students will be invited to participate in our Afterschool Program for 3 hours per week. This will allow us to service all of our Tier II and Tier III students with additional time on task. After we have exhausted outreach to Level II parents we will offer Level III parents the additional opportunity to attend our Afterschool Program as well as receive intervention during the day.

Schedule and Duration:

Our program is scheduled to begin on November 19 and run through April 8th. The schedule for the program is Wednesdays and Thursdays from 2:20pm - 4:00pm.

Language of Instruction:

During our Afterschool Program our language of instruction will be English, however, all of our teachers are bilingual Spanish and will be able to provide support to our ELL students.

Number and Types of Certified Teachers:

Our Afterschool Program is being organized by both our AIS Coordinator who has a bilingual extension and Early Childhood Certification and our ELL Coordinator who has a bilingual extension and is in the process of getting her TESOL license. In addition, both of these teachers will each teach a class during our Afterschool Program.

The remedial program we will be using is Fountas & Pinnell Leveled Literacy Intervention System. Tier III students will be serviced with the Orange Program and Tier II students will be serviced with the Green Program.

Part C: Professional Development

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:

Rationale:

Teachers will receive Professional Development prior to the onset of the program for the purposes of preparation and alignment across the classes receiving instruction. Teachers will plan together and meet to analyze data for the purposes of measuring effectiveness of the program.

Teachers to Receive Training:

All teachers involved in administering instruction will receive appropriate training in the program. In addition, teachers will be given time to plan together as well as analyze data collected to assist with moving forward with instruction.

Schedule and Duration:

Teachers will receive 6 hours of professional development in implementing the program as well as planning for the first week of instruction prior to the start of the program. In addition, teachers will receive 1 1/2 hours each week for the purposes of "checking-in," collaborative planning and assessment.

Topics to Be Covered:

Effective Use of Materials

Lesson Plan Template

Pacing

Assessment

Data Collection

Measures of Progress

Name of Provider

The Professional Development will be facilitated by the Assistant Principal who is knowledgeable in the Fountas & Pinnell Leveled Literacy Intervention System.

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:

Rationale:

Our goal in engaging parents with our ELL Afterschool Program was to provide parents with the tools and materials to assist with practice at home. In addition to providing parents with workshops modeling the instructional tasks their children would be engaged in, we wanted to supply our parents with materials they could use at home to reinforce the skills being taught. Each parent will be provided with

Part D: Parental Engagement Activities

two workbooks offering simple activities that reinforce both phonics and reading skills that would assist their children in making progress in the area of reading. Additionally, we are providing each parent with a Spanish-English Picture Dictionary to assist in home practice.

Schedule and Duration:

Workbook pages will be assigned throughout the program as homework to be completed with a parent/guardian. Parent workshops will be offered once each month 1 hour prior to student pick-up on Thursdays. Our parent coordinator will provide workshops offering strategies and skills for successfully assisting children with homework as well as ideas for providing students with opportunities to practice reading skills on a daily basis.

Topics to be Covered:

Setting Aside Time and Space

Providing Materials to Support Success

Reading to Children

Securing a Library Card

Taking Advantage of Cool Culture Passes to Build Knowledge

Making Time for Conversations at Dinner

Turning Meals and Cooking into Reading Practice

Provider:

Parent workshops will be provided by our Parent Coordinator.

How Parents will be Notified of These Activities:

Parents will be notified through phone blasts, notices and emails in their native language.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 24	Borough Queens	School Number 211
School Name Elm Tree Elementary School		

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 Donna Estro	Assistant Principal N/A
Coach Kristen Niven	Coach N/A
ESL Teacher Kristina Bowe - DL English	Guidance Counselor Natalia Gomez
Teacher/Subject Area Alexandra Bauer-Spanish DL	Parent
Teacher/Subject Area Jessica Fernandez-Spanish DL	Parent Coordinator Natalia Gomez
Related Service Provider	Other Janet Reilly ELL Coordinator
Network Leader(Only if working with the LAP team) N/A	Other Stephanie Estrada-Spanish DL

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	145	Total number of ELLs	123	ELLs as share of total student population (%)	84.83%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	123	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	123	0	12	0	0	0	0	0	0	123
ESL	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	123	0	12	0	0	0	0	0	0	123
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
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	120	21																	120	21
Chinese	2	0																	2	0
Bengali	1	1																	1	1
TOTAL	123	22	0	123	22															

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 12

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 0

Hispanic/Latino: 20

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	72													72
Intermediate(I)	15													15
Advanced (A)	36													36
Total	123	0	123											

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math ____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics					
Global History and Geography					
US History and Foreign Language					
Government					
Other ____					
Other ____					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

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

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

- 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.
 1)What we use:
 Since all of our students are at the Kindergarten level, each of them participated in the LAB-R for the current school year which

provided us with one set of data regarding their level of proficiency in the English Language. In addition, for our students whose primary language is Spanish, during our first year we have used the Spanish LAB-R as a baseline assessment for the primary language. This is particularly important data for ELL students who tested at the beginning level on the LAB-R, and allows us to triangulate data for our ELL students in order to correctly identify language acquisition needs vs. developmental learning needs. Elm Tree Elementary School also uses Fountas and Pinnell benchmark assessments to assess our Kindergarten ELL students' early literacy skills in English.

Data Insights:

Our LAB-R determined that 72 students scored between 0 and 9 and qualified at the "beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level.

In addition, the results of the Spanish LAB-R indicated that 11 students who had tested at "Beginner" on the LAB-R also tested between 0 and 6 on the Spanish LAB-R.

Fountas and Pinnell provided us with data that identified English proficiency in ELL students in letter recognition, sight words, initial sounds and beginning reading levels. Data from our Fall administration of Fountas & Pinnell revealed 99% of our ELL students scored at a AA, or pre-reading level.

Implications for Instruction:

Collectively this data informed an instructional plan that needed to be equally strong in both English as well as the target language in our Dual Language Program. Our resources needed to provide seamless instruction whereby students could begin to build upon content knowledge, prior knowledge and vocabulary in their home language, and use this knowledge to assist with language acquisition each day as they move between instruction in both English and the target language. We implemented the Reading Streets Standards based program along with its Spanish component, Calle de la Lectura. Both of these sets of resources are aligned to provide seamless instruction, and each program also includes a technology component that provides engagement in visual and tactile learning for ELL students. In addition, we purchased Estrellita for our Spanish classes to complement Foundations phonics instruction in our English classes of our Dual Language Program. With 72 students scoring at a beginner level, 15 students scoring at an intermediate level and 36 students scoring at the advanced level we needed to begin differentiating our instruction immediately. Although Fountas & Pinnell had assessed 99% of students at a pre-reading level, the LAB-R results indicated students were likely to begin making progress at different rates. In addition to teachers meeting with small groups for guided reading, we initiated an AIS period so that all unassigned pedagogues could provide small group differentiated instruction. Both Foundations and Fountas & Pinnell Leveled Literacy Intervention System provide resources to be used for RTI remedial instruction during our AIS period.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a new school we have one grade consisting of 6 Kindergarten classes. We will administer the NYSESLAT at the end of the year to serve as a measure of growth against the LAB-R that was administered at the start of school year. Patterns revealed across the Kindergarten level showed 72 students scored between 0 and 9 and qualified at the "Beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level. This data revealed that almost 60% of our Kindergarten ELL students were at the beginner level and would need significant support in their native language as well as the need to provide teachers who were able to provide best practices in ELL teaching strategies. Upon completion and scoring of our first NYSESLAT we will have comparison data to analyze.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
As a first year new school that has not administered the NYSESLAT this is not applicable.
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) Currently we service only Kindergarten students. We have six classes and all of our students and classes participate in the Dual Language Program. We will administer the NYSESLAT for the first time for our students in the Spring of 2014, which will serve as a measure of growth against the LAB-R that was administered in the Fall of 2013. Patterns from the LAB-R revealed that 72 students scored between 0 and 9 and qualified at the "Beginner" level. Fifteen students scored between 10 and 17 and qualified at the "Intermediate" level. Thirty-six students scored between 18 and 26 and qualified at the "Advanced" level. This data revealed that almost 60% of our Kindergarten ELL students were at the beginner level and would need significant support in their native language as well as the need to

provide teachers who were able to provide best practices in ELL teaching strategies. Upon completion and scoring of our first NYSESLAT we will have comparison data to analyze.

B) There are no Periodic Assessments for students in Kindergarten that are aligned to the NYSESLAT and ELA standards and assess reading, writing and listening. However, we use data collected from the administration of Fountas & Pinnell during the Fall and Winter as a substitute for the ELL Periodic Assessments.

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](#).)

Elm Tree began the year with 6 Kindergarten classes and an ELL population of 85%. Our goal was to identify students in need of AIS and provide immediate remediation as quickly as possible. It is important for teachers to understand the second language acquisition process, to recognize possible characteristics associated with LD, and to look at the quality of instruction to determine whether students truly have received an adequate opportunity to learn. Our first step was to provide high quality instruction for our ELL's in both Spanish and English, utilizing English language learner strategies that represent best practices for all students, and to ensure that our teachers received training. We administered the LAB-R, Fountas & Pinnell and the Spanish LAB-R to collect enough triangulated data to determine our lowest performing students upon entry into Kindergarten.

In order to provide as many opportunities to learn as possible, our school chose to incorporate 100 minutes of extended day time for our Kindergarten students into the school day over the course of the week. By doing this, all of our students gain instructional time on task without over-extending any one day for our young students.

An analysis from the triangulated data collected from Fountas and Pinnell, LAB-R and Spanish LAB-R were used to identify students in need of AIS.

Beginning with the LAB-R, data determined that 72 students had scored between 0 and 9 and had qualified at the "beginner" level. We identified these students to be in our "focus" group and continued to look at additional data to determine needs.

Based on a combination score for all components of the Fountas and Pinnell assessment as well as the LAB-R, 5 students were placed in Tier III and 46 students were identified as needing Tier II intervention. These students receive 100 minutes of AIS during a school-wide initiative of small group instruction during period 6 each day. Students in Tier II and Tier III are serviced twice a week for a 50 minute period outside of the classroom. AIS teachers use the Fountas and Pinnell Leveled Literacy Intervention System for students in Tier II and Foundations intense phonics and reading strategies for students identified as Tier III.

In addition, data gathered through the administration of the Spanish LAB-R indicated that 11 students who tested at the beginning level on LAB-R also tested between 0-6 on the Spanish LAB-R. We identified these 11 students as priority students in the collection of data to determine if scores were indicative of language acquisition or possible developmental learning needs. Of the 11 students we identified, three students had IEP's and were already participating in the ICT class. Of the remaining 8 students, 5 were placed in Tier III to receive intense intervention, and 3 were placed in Tier II based on scores that had been collected through Fountas and Pinnell. These 11 students will be closely monitored. Our goal is to correctly determine language acquisition needs vs. developmental learning needs.

In the end, teachers are coached to use a hypothesis-driven approach when determining whether an ELL has LD. We begin the referral and evaluation process by exploring the hypothesis that the causes of the student's learning difficulties are primarily external factors. When conducting the assessment, we do so with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for learning problems. We maintain this hypothesis until data suggest otherwise and all plausible external factors have been ruled out.

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

In our Dual Language Program our English and Spanish classes sit side-by-side and both a Spanish teacher and an English teacher see approximately 50 students as part of their regular schedule. Both teachers collaborate on all aspects of each child's language development to ensure both English and the target language are considered when making instructional decisions. Teachers plan collaboratively, observing and sharing data. The Dual Language model provides students with high quality instruction in all content areas and helps to strengthen students' native language while acquiring a new language.

Rigorous, Common Core Standards based instruction is delivered in both languages and there is evidence of students' work displayed in each language. Classrooms are print rich and language is clearly identified through the use of color coding. There are classroom libraries in both languages with adequate materials in both Spanish and English classes including learning apps and ebooks.

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?

With a goal of having all students graduate bilingual and biliterate, all students are tested in all areas of the curriculum in both languages. Students receive all benchmark and unit tests in both languages. In addition, they engage in monthly writing and math tasks that are aligned to the Common Core, and alternate monthly between completing the tasks in each language.

Content knowledge and reading skills and strategies for EP students are assessed quarterly through a dialogue with both the Spanish and the English teacher. Analyzing test results from both languages, teachers evaluate the scores to determine content and skills levels that are not biased or indicative of language acquisition needs. Language acquisition for reading, phonemic awareness, sight words and writing are assessed separately by the Spanish teacher and reflect the level of language acquisition in the target language for EP students.

The level of language proficiency in the second language for EP students has not yet been assessed outside of the LAB-R. In January EP students will be evaluated with both the English version of the Fountas and Pinnell leveling system as well as the Fountas and Pinnell Sistema De Evaluacion De La Lectura to evaluate students' reading levels in the target language.

c) N/A

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

8) We will evaluate the success of our Dual Language program by analyzing the year end scores for Fountas and Pinnell, Sistema De Evaluacion De La Lectura, NYSESLAT and math. We will be evaluating both the English scores as well as the Spanish scores for each student. We will evaluate them based on their growth in both math and literacy.

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](#).)
Elm Tree Elementary School follows all city and state guidelines. Upon registration with the pupil secretary, the ELL Coordinator and/or a trained pedagogue interview the parent and child and complete the Home Language Identification Survey in their native language. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called. The formal initial assessment is conducted to determine whether or not the student speaks another language, what that language is, and whether or not it is the predominant home language. Within the first 10 days of enrollment the LAB-R and Spanish LAB-R are administered if it is determined that the predominant home language is other than English. Data from the assessments is collected and analyzed to determine if the student is an English Language Learner, and if so, at what performance level have they been designated based on criteria. Based on the test data a formatted city entitlement or non-entitlement letter is then sent to the parent. For the parents of students who qualify for ELL services, the entitlement letter includes a parent orientation date and program options.

At the parent orientation meeting the parent is shown the parent orientation video in their native language and asked to complete the program selection form. If the parent selects as their first choice a program that the school is not offering, the parent is informed that the program is not available at this time, but we will let the parent know if the desired program opens. We explain that if we find that 15 or more parents on two consecutive grade levels are requesting the program, we will begin the process of opening up a section with said program.

For parents that don't attend the Parents Orientation Meeting, the ELL Coordinator calls to set up an appointment at the parent's earliest convenience to explain and view the parent orientation video and complete the parent choice form. Once all the forms are returned, copies are made. One copy is placed in the students cumulative file, another copy is secured by the ELL coordinator. The school keeps a running record of the parents' selection and will use that information in order to open new programs. The running

record is reviewed every time a new student is registered and a new program is received.

The person who has been trained and is responsible for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment is Janet Reilly. Janet Reilly has a Common Branch License for grades 1-6 and a Bilingual extension. She currently serves as our ELL Coordinator.

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 10 days of registration, if the student is entitled to ELL services based on the HLIS, parents are invited to an orientation meeting. Parents are shown the orientation video in their native language by a trained pedagogue. If need be, a translator is present during the viewing of the video and the conversation between the parent and the school. All parent questions are addressed and answered to ensure full understanding of the program choices. Afterwards, the parent is asked to choose a program. The trained pedagogue explains the program that the school is offering, and also explains that that parents choices are being monitored (15 families) and we will notify them if/when their program will be offered.
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 [\[see tool kit\]](#).)
After a student has been identified as speaking a language other than English, said student is administered the LAB-R. If student scores proficient parents are sent a non-entitlement letter. If student is determined to receive ELL services, parent is sent an entitlement letter including a parent orientation date and program options. At the parent orientation meeting, after the parents watch the parent orientation video, they are asked to fill out the Parent Survey and Program Selection form. Forms are collected and secured in a locked file by the ELL Coordinator. Extensive outreach occurs for any parent who has not attended the parent orientation meeting
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Criteria:
Parents watch Parent Orientation Video
Parents ask clarifying questions and receive answers to all questions
Parents request program
Parents are informed of program/s available at Elm Tree Elementary School
If parents do not want the school's available program, they are placed on a waiting list for their program of choice.
The school monitors parent choice requests.
When program requests reach 15 on two grade levels, school will create and open program
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.
Ats identifies all ELL students. As well, the ELL coordinator is aware of all ELL students. We determine how many tests we need based on how many ELL students we have. We then choose dates within the window provided by the Department of Education. The teachers are trained by the ELL coordinator to adminisiter the NYSESLAT. Accomodations are identified and provided for ELL students with IEP's. Students are grouped according to grade and we only have Kindergarten students. Each part of the test is given on a different day. The schedule for administering the test is created prior to the test and teachers and parents are aware that the test will be given. The test is untimed.
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. 
Elm Tree Elementary is a new school and the current trend for our new Kindergarten in program choices is:
123 ELL Students
120 Parent Choice Forms returned
2 ELL students transferred from another school without form in cumulative folder
1 parent did not attend parent orientation meeting after extensive outreach

115 Chose Dual Language
2 Parents chose TBE
3 Parents chose ESL Stand Alone
1 Parent did not fill out form

2 students transferred in as ELL's without form

This data indicates that the trend in program choice this year, our only year was Dual Language.

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])?

Instruction for ELLs is delivered using a 50/50 model of collaborative Dual Language. The students alternate days of instruction in English and Spanish.

The organizational model that we follow is collaborative. Students follow an AB schedule and receive instruction in Spanish one day, and English the next day.

The program model is a block model that is grade level and heterogeneous. Students travel between the two classes as a group.

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)?

School programming ensures mandated instructional minutes in both English and the target language.

Following an AB model students receive 90 minutes of ELA each day with an additional 50 minutes of small group instruction that is literacy based. Students receive this 140 minutes of ELA or NLA in Spanish and English on alternating days.

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.

Social Studies instruction is delivered by the classroom teachers is both Spanish and English on alternating days.

Science, Art and Theatre are clusters and are delivered by English speaking teachers. Science, Art and Theatre are all taught through a hands-on approach enhanced by visual aids to assist our ELL students with content comprehension. In addition, all clusters include vocabulary word walls and content specific libraries.

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

With a goal of having all students graduate bilingual and biliterate, all students are tested in all areas of the curriculum in both languages. Students receive all benchmark and unit tests in both languages. In addition, they engage in monthly writing and math tasks that are aligned to the Common Core, and alternate monthly between completing the tasks in each language.

Content knowledge and reading skills and strategies for ELL students are assessed quarterly through a dialogue with both the Spanish and the English teacher. Analyzing test results from both languages, teachers evaluate the scores to determine content and skills levels that are not biased or indicative of language acquisition needs. Language acquisition for reading, phonemic awareness, sight words and writing are assessed separately by the English teacher and reflect the level of language acquisition in English only for ELL students.

In January ELL students will be evaluated with both the English version of the Fountas and Pinnell leveling system as well as the Fountas and Pinnell Sistema De Evaluacion De La Lectura to evaluate students' reading levels in the target language. In addition, ELL students are evaluated in their native language with the on-going use of Estrellita.

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

Elm Tree Elementary School follows a Balanced Literacy Approach to our Language Instruction. Through a daily schedule of Read Alouds, Write Alouds, Shared Reading, Shared Writing, Guided Reading, Guided Writing and Independent Reading and Writing, students have the opportunity to practice all four modalities of both English and Spanish Acquisition each day.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) N/A

b) Classroom teachers begin with the LAB-R results to form differentiated instructional groups. Teachers assess daily and collect data from formative and summative assessments as well as running records and daily observations. Student grouping is fluid and changes continually depending upon the skill or content.

c) N/A

d) N/A

e) N/A

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

ELL-SWD receive the same grade level instruction and content in our Dual Language program as general education students. Through Universal Design for Learning, all students are provided with the necessary modifications for entry point access to all learning opportunities. Through differentiated instruction, all students are grouped and receive instruction based on their level of proficiency.

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

ELL-SWD participate in an ICT Classroom that is also part of our Dual Language Program. One Spanish speaking Special Education teacher travels with the class between Spanish and English instruction.

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

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

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

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

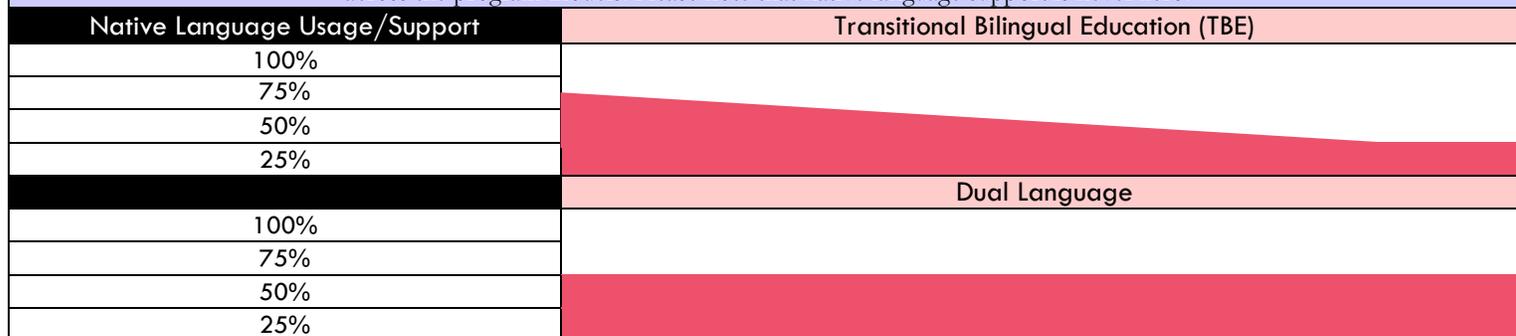
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In addition to the RTI program outlined above, 50 minutes of small group intervention instruction is built into each school day. Period 6 is blocked grade-wide and students who are not pulled for RTI receive small group instruction in targeted areas of need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have not gathered enough data at this point to make that determination.
11. What new programs or improvements will be considered for the upcoming school year?
- We have not gathered enough data at this point to make that determination
12. What programs/services for ELLs will be discontinued and why?
- We have not gathered enough data at this point to make that determination.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Serving only long distance Kindergarten, it was not feasible to offer participation in an afterschool program. In order to provide equal access, we incorporated 100 additional minutes of instructional time into the school week. Students who qualify are offered 100 minutes of AIS per week that is scheduled into the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Pearson Reading Streets and its Spanish companion, Calle de la Lectura, both with Smartboard interactive components
Envision math with extensive manipulatives and Smartboard interactive components
Core Curriculum Social Studies curriculum in both Spanish and English
Foundations in English and Estrellita in Spanish
Spanish and English classroom libraries
Foss hands-on Science program
Art and Theatre to build language and allow students to express themselves
Studio in a School provided by a bilingual staff developer
Teachers College Writing Program
Laptops, iPads and eReaders for small group instruction
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In addition to receiving instruction on alternating days in their native language, our Nurse, Guidance Counselor and our ELL Coordinator provide support throughout the day in their native language. Students are never without a means to express themselves, or placed in a situation where they cannot communicate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Extended Day time was incorporated into the week in order to provide our ELL students with additional time on task without extending the day for our young students who travel to us by bus.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- N/A
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- The target language is used 50% of the time for EP's and ELLs in our Kindergarten
The EPs and ELLs are integrated 100% of the day. Science, Art and Theatre are cluster subjects.
Language is separated by alternating days with either the English or the Spanish teacher.
Our Dual Language model is side-by-side and both languages are taught simultaneously.

C. Professional Development and Support for School Staff

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

As a new school servicing only Kindergarten, all six of our classes are participating in our Dual Language Program, including our ICT class. Professional Development is driven by the needs of our ELL population and includes program support as well as ELL best practices support. Teachers engage in inquiry to analyze student work as well as trends in data collected from both Spanish and English Assessments. As well, support staff engage in English Language Learner training and turnkey to our staff during Professional Development, and teachers have attended Estrellita training to enhance their ability to use the program.

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?

Elm Tree partners with several organizations to provide both workshops and services to our community. We partnered with Cool Culture in order to provide families with the opportunity to visit over 90 museums, zoos and gardens with their families free of charge. We also partnered with CookShop for our students as well as CookShop for Families. CookShop for Families provides workshops for our parents so they are able to build upon what their children learn in school and share cooking and learning experiences at home. In addition, each of our family participants are able to bring home a bag of groceries after each workshop. We also partnered with Studio in a School which provides workshops for parents that are an extension of lessons their children enjoyed in the classroom. Studio in a School also provides parent participants with supplies to take home and enjoy with their family.

Elm Tree partnered with organizations that we determined met the needs of our parents. Our parents travel a long distance to and from our school and we wanted to provide opportunities for them to engage in activities in the home that were an extension of what their children were learning in school. In addition, we wanted to provide whatever materials and opportunities that we could that were free of charge understanding that 96% of our school community is eligible for free or reduced lunch. In addition we conducted a New School Orientation, outreach to successfully create a PTA, and a Fall Celebration for family members. We also purchased Student Agenda books to assist parents in communicating between home and school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: ____

School DBN: ____

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

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