



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

**DBN: (i.e. 01M001):** 24Q305  
**School Name:** Learners and Leaders  
**Principal:** Lynn Botfeld

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 24Q305  
School Type: Public Grades Served: PreK-3  
School Address: 378 Seneca Avenue Ridgewood, New York 11385  
Phone Number: 718-366-1061 Fax: 718-366-4301  
School Contact Person: Lynn Botfeld Email Address: Lbotfel@schools.nyc.gov  
Principal: Lynn Botfeld  
UFT Chapter Leader: Deborah Sherlock  
Parents' Association President: Joanne Abanlog  
SLT Chairperson: Joanne Abanlog  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue Corona, New York 11368  
Superintendent's Email Address: [Mchan2@gmail.com](mailto:Mchan2@gmail.com)  
Phone Number: 718 592 3357 Fax: 718 592 3770

**Cluster and Network Information**

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

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lynn Botfeld	*Principal or Designee	
Deborah Sherlock	*UFT Chapter Leader or Designee	
Joanne Abanlog	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Courtne McGinnis	CBO Representative, if applicable	
Jackie Vargas	Member/Parent	
Annie Hart	Member/ Parent	
Paul Verdesoto	Member/ Parent	
Chris Cercado	Member/ Parent	
Marlene Feliciano	Member/Teacher	
Geovanna Jerez	Member/Paraprofessional	
Francisca Garcia-Ruiz	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

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

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

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

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

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

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

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Learners and Leaders is a PreK-3 Early Childhood Center located in Ridgewood, Queens. We are a Title 1 school with a diverse population; approximately 80% Hispanic, 12% White and 5% Asian. As an Early Childhood Center we study and implement best practices and align instruction with the Common Core Learning Standards for our young learners.

Our mission statement is:

**We believe that students learn best when learning is active in an environment where students feel safe and respected.**

We are determined to support our students in performing at high levels in all content areas. In 2013 we adapted the common core aligned programs, Ready Gen for reading and writing and Go Math to support teaching and learning in math. We also identified our school-wide instructional focus; Developing Students' Language and Vocabulary skills. We used our focus to deepen our understanding of many aspects of teaching and learning especially around planning, instruction and assessment. The work we did in this area supported administration and teachers as we deepened our understanding of the demands embedded within the Framework for Teaching evaluation system.

Last year our CEP goals were geared toward supporting teachers in learning the new reading, writing and math programs and using them effectively to improve student performance. We also focused on incorporating our deepening understanding of strong pedagogy aligned with the Danielson Framework. We are proud of the progress our students made on the NY State ELA and Math tests in Grade 3 as well as on assessment measures in PreK-Grade3. Results were impressive; our 2014 third grade ELA scores increased 9% and math scores increased 22% over the previous year. Students performed well on local measures in all grades, and teachers met their MoSL objectives.

Our certified ESL and special education teachers provide strong support for English Language Learners and students with disabilities. In 2014 our English Language Learners exceeded NYS targets for progress and attaining proficiency in English (as measured by the NYSESLAT exam which is administered to English Language Learners from Kindergarten through Grade 12.) Many of our special needs students performed well on the state and local assessments as well.

Over the years our community has been very concerned about the stresses of students transitioning to a K-5 school for Grades 4 and 5. Students who transition to another school in fourth grade remain in their new school for only two years before moving on to middle school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Our school community-initiated a proposal to allow us to add Grades 4 and 5 to create a more stable environment for students by reducing the number of transitions students must make in their formative years. When we open in September 2015, we will add a fourth grade and the following September (2016) we will add a fifth grade.

This year we will continue to focus on improving student performance on state and local measures. We identified more holistic goals that we believe will have a strong impact on the school's climate and culture as well as on student performance. Our goals range from improving attendance to creating a community generated instructional vision for our growing school. Additionally we identified goals around professional development and supporting teachers getting better at using data from student work to drive planning and instruction.

#### Collaborations:

The Ridgewood YMCA hosts a free after school program for our students in K-3. The program provides students with homework support, physical activity and "academies" which take place during 6-8 week cycles. Students explore a theme across grades within each cycle. Some themes the students have studied include The Arts, Then and Now. Activities include researching and learning about a focus within the theme and creating presentations in which students demonstrate their learning. The principal has begun working with the YMCA's Educational Coordinator to identify ways to more effectively support struggling students during the YMCA after school sessions.

#### Special Initiatives:

Expansion and Reconfiguration - Currently we are an early childhood center PreK-3. Over the years our community has been very concerned about the stresses of students transitioning to a K-5 school for Grades 4 and 5. Students who transition to another school in fourth grade remain in their new school for only two years before moving on to middle school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. Our school community initiated a proposal to allow us to add Grades 4 and 5 to create a more stable environment for students. We had made two similar proposals in the past which were not approved. Participation in this initiative was extremely high. In November the DOE held a joint public hearing at our school. Parents and staff worked together to highlight that meeting as an important event that would impact the decision on whether or not to approve our expansion. Well over 200 members of our school community attended, and 96 people spoke in favor of expanding the school. Speakers included local politicians, parents, teachers, students, former students and families, paraprofessionals, school aides, and representatives from the Ridgewood YMCA, even members of the community. The hard work paid off and our initiative was approved. When we open in September 2015, we will add a fourth grade and the following September (2016) we will add a fifth grade. Parents, teachers and students are delighted by the outcome and excited about the school's future.

Instructional vision - this is connected to our CEP goal related to Strong Family and Community Ties - as part of our expansion we've had to rethink our Instructional Vision. We are creating an community generated instructional vision. The work was started with asking teachers and paraprofessionals to share their thinking about how children learn best. This was followed by reaching out to parents to find out their knowledge about how their children learn best. The first outreach was poorly attended but very well received. A follow-up session with parents is planned for March. In April administration and teachers will work with second and third grade students to help them think about their own learning styles and learning needs. Staff members of the Ridgewood YMCA will also share their perspectives of how they notice students learn best within the program. Responses will be sorted and analyzed by a team that will create a draft vision. This will be sent to all members of the school community for ideas and suggestions for revision and improvements. Those responses will inform a revision process and generate a final draft which will also be presented to the community for approval. We will use the new instructional vision in planning as well as working with parents on using what we know about students' learning to help them at home.

Attendance Initiative - This is connected to our CEP Goal related to Supportive Environment. We have a strong Attendance Team that meets weekly. The team has established monthly benchmarks and a system for monitoring students' attendance and lateness. Over the past two years the team has been developing and refining procedures for working with families of students with excessive absences or lateness. Administration, teachers, school aides, parents, the school nurse, the school social worker, and the parent coordinator collaborate regularly to support individual students and their families with the goal of ensuring that children come to school on time every day.

Respect for All - we are involving the entire community in our Respect for All initiative. Our social worker and physical education teacher collaborate on presentations and activities for students in each grade. In addition our social worker works with teachers and pushes into classrooms to work with students on preventing bullying and learning respect. In February, in honor of Respect for All month, our social worker has also presented a workshop on Respect for All for parents at a PA meeting.

Parent Fridays - Parents are invited to spend every Friday with the class. Parents take part in the activities and learning along with their children. Parents participate regularly.

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

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

### Part 1 – Needs Assessment

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

**Data from teacher observations reports and the work of teacher teams indicates that throughout the school, there is evidence that instruction is generally** customized, inclusive, motivating, and aligned to the Common Core. This evidence is based on our work with curriculum programs that are aligned with the Common Core standards in reading, writing and math. This has led to exposing students to more complex text and engagement at higher levels. Work is customized, especially for English Language Learners and Students with Disabilities to some extent throughout the school.

We also noted that teachers need support in several areas. These include

- Establishing and recognizing performance criteria for learning activities and tasks
- Thinking critically about how planning and instruction are aligned with learning outcomes (Domains 1 – Planning and 3 – Instruction on the Danielson Framework)
- Identifying model work and exemplars and using them to assess student work as well as support students in improving their own work.
- Using protocols for analyzing student work
- Incorporating data from our analysis of student work into subsequent planning and instruction
- Incorporating learning activities that require higher levels of intellectual thinking and critical thinking skills into planning and instruction.

### Part 2 – Annual Goal

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

The Professional Development team will align a PD plan with the Quality Review rubric and the Danielson Framework, resulting in targeted and differentiated professional development which will result in using data to drive planning and instruction and observations that will elevate teacher practice so that by June 2015 80% of teachers will score in the effective range in their MOSL.

### Part 3 – Action Plan

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

<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>We will continue to use the Ready Gen and Go Math to support planning and instruction in Grades K- 3.</p> <p>Teachers will work with student performance data from assigned tasks for groups of students. Teacher teams will work together to identify the following</p> <ul style="list-style-type: none"> <li>Learning tasks to be analyzed</li> <li>Performance criteria</li> <li>Exemplars</li> <li>Protocols for analyzing student work</li> <li>Effective feedback to help students improve their work</li> <li>Incorporating follow-up instruction based on analysis of student work in subsequent units</li> <li>Protocols for evaluating effectiveness of planning and instruction and adjusting to meet student needs</li> </ul>	All students	Sept 2014 – June 2015.	Classroom teachers ESL teachers Classroom paraprofessionals
<p>Teachers will work in grade level teams to determine the following</p> <ul style="list-style-type: none"> <li>Performance criteria</li> <li>Exemplars</li> </ul> <p>Classroom teachers will continue the work on grade level teams. ESL and special education teachers will work on vertical teams to support each other in meeting the needs of the their students. All teacher teams will have the opportunity to share their work with the rest of the community. Teachers participating in the DOE Teacher Leadership Program (TLP) will take the lead in facilitating this work. In February 2015 each grade will select a teacher who will focus analysis on concentrating her efforts on high performing students. These teachers will participate in an additional vertical team.</p>	All students and parents	Oct 2014 - June 2015  Feb 2015 - June 2015	PD team TLP teachers Classroom Teachers ESL teachers AIS teacher SETSS teacher Paraprofessionals Administrators Parent Coordinator
<p>Teachers will use Parent Engagement time to build the upon the school’s partnership with families.</p> <p>Activities will include</p> <ul style="list-style-type: none"> <li>Contacting individual parents by phone, letter</li> <li>Creating weekly/monthly newsletters</li> <li>Planning classroom activities for families</li> <li>IEP meetings</li> </ul> <p>The Parent coordinator will support teachers in contacting and communicating with families.</p> <p>The Parent Coordinator and Administrators work with families to identify areas in which parents need additional support.</p> <p>Administration will work with teachers on providing workshops and other resources for parents to support them in understanding the demands of the Common Core.</p>	ELLs At-risk	Oct 2014 - June 2015	Classroom Teachers ESL teachers AIS teacher SETSS teacher Parents/families
<p>Working in teacher teams has resulted in a strong culture of trust among teachers and between teachers and administration. According to the 2013-2014 School Survey, 96% of teachers who responded indicated that they feel supported by other teachers at the school to a great extent. Teachers who responded also indicated they feel</p>	All teachers	Oct 2014 – June 2015	All teachers Administration

supported by the administration (87% feel supported by the principal; 95% feel supported by the assistant principal.) We will continue to build trust through our practice of encouraging teachers to work in teams.			
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**Part 4 – Resources Needed**

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

In order to support professional development and teacher team work the following resources will be allocated –

Monday afternoon professional development time will be allocated to teachers working together to analyze student work

The administration will work with the Professional Development team to identify protocols for establishing performance criteria and identifying exemplars

The Professional Development will embed critical and relevant connections between the teacher team work on student work and the Danielson Framework and the Quality Review rubric.

Calendar and additional planning days have been allocated to provide teacher teams with time to establish performance criteria and score student work on work to be analyzed, and plan using their analyses.

The data specialist will represent student performance data with graphs to provide teachers with visual support in understanding the trends on their grades

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

By February 2015 each teacher team will develop a protocol for specifically identifying lessons that were incorporated into units as a result of analyzing student work. By June 2015 teacher teams will begin to identify criteria to use to evaluate the impact of our planning has had on student performance.

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

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

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school

culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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

Creating and maintaining a supportive environment has been a high priority at our school since we opened in September 2008. While we still have a lot of important work to do to ensure that student feel safe, supported and challenged by teachers and peers, we identified attendance as an important for the school. We recognize the importance of providing and enhancing our supportive environment as a key factor in maintaining and improving our attendance and lateness record. To provide students with the benefits of academic, social and emotional support and the elements of the Capacity Framework students have to be in school. In reviewing our attendance in February 2014 we realized that although a system was in place it was not being implemented effectively. Administration recognized the need to establish clear expectations for the members of the Attendance Team. We began the work in April 2014. By September 2014 a clear plan was put in place for improving the effectiveness of the Attendance Team. As an early childhood center we recognize the importance of creating strong partnerships between school staff, students and parents in order to attain the highest levels of student attendance. This goal is intended to develop a collaborative team approach to creating this partnership.

### Part 2 – Annual Goal

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

In order to ensure the school’s approach to social-emotional support for our students is informed by a theory of action and results in a safe environment and inclusive culture that reduces the barriers to educational success, we will meaningfully involve the school community to assure stability that a secure school placement can provide so that by June 2015 we will see a 5 % increase in daily attendance rates for students with whose absences and lateness exceed specific benchmarks set by the school.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administration will identify key personnel to create an Attendance Team to monitor and improve attendance  The team established a meeting schedule and protocol for addressing students with excessive attendance/lateness.	Students Parents Teachers	Sept 2014 – June 2015	Attendance team Principal Attendance Teacher Parent coordinator

<p>Attendance Team to establish monthly benchmarks for attendance and lateness Team members who will serve as Grade Monitors are assigned. Grade Monitors are assigned to oversee the actions taken by the school for students on their assigned grades who exceed attendance/lateness benchmarks.</p> <p>Team meets weekly identify and implement tiered response protocol for addressing students whose attendance and/or lateness meets or exceeds monthly benchmarks. Supports for families will increase as number of absence/lateness increase.</p> <p>Team to monitor overall and targeted students' attendance on a weekly basis and follow-up to evaluate effectiveness of actions through subsequent attendance of targeted students</p> <p>Team to communicate process and procedure to the school community to staff through the principal's newsletter and to families via letter sent home at the beginning of the school year. The importance of good attendance and coming to school on time will be emphasized for all students, in particular English Language Learners and Students with Disabilities and the team will establish a system for recognizing and rewarding students for good attendance</p> <p>At the end of the year the Parents Association will host an Attendance Awards Ceremony and Celebration recognizing and rewarding students with good attendance.</p>		<p>Oct 2014 – June 2015</p> <p>June 2015</p>	<p>School social worker School aides</p> <p>Principal Parent Coordinator Parents Association Executive Board</p>
<p>The team will ensure that we are able to communicate with families of our English Language Learners to help them understand the importance of good attendance and punctuality in the following ways</p> <p>When possible we will utilize staff and other members of the school community to translate</p> <p>We will encourage families to choose translators who accompany them to meetings, such as neighbors and family friends or relatives. We will utilize the DOE translation services over the phone with families</p> <p>When possible we have documents translated either by members of the staff, school community or the DOE translation unit. Key members of the Attendance Team, such as the Parent Coordinator, the school social worker and the school nurse will work closely with teachers to support parents of students with disabilities. The focus will be on helping parents understand the importance of good attendance and coming to school on time in developing academic and personal habits and supporting student learning and progress.</p>	<p>Parents of English Language Learners and Students with Disabilities and the students</p>	<p>Oct 2014 – June 2015</p>	<p>Attendance Team Attendance Teacher Principal Parent Coordinator</p>

<p>Parents of every student who meets excessive absent/late benchmark are contacted by the school to ensure they are aware of the importance of coming to school on time every day that a student is healthy.</p> <p>The number of absences/late determines who contacts the parents; we have established a ladder of support. Every absence triggers a call from our Global Connect automatic calling system reminding parents of the importance of coming to school on time</p> <p>Once monthly benchmarks for excessive attendance/lateness are met the parent is sent a letter informing them of the number of times a student has been absent and/or late and the importance of attendance and/or punctuality</p> <p>At the next absence the Team member who oversees that grade will ask the teacher to contact the parent and initiate a personal discussion of the issues. The teacher reports the substance of the discussion to the Team. At the teacher may enlist the help of other school resources, i.e. the school nurse, parent coordinator, and/or school social worker.</p>	<p>Parents of English Language Learners and Students with Disabilities</p>	<p>Oct 2014 – June 2015</p>	<p>Attendance Team Attendance Teacher Principal Parent Coordinator</p>
<p>In order to build trust between the school and families, all members of the Attendance Team as well as the rest of the school community will take a supportive stance when working with parents and students to improve and celebrate attendance.</p> <p>When students are excessively absent and/or late the Attendance Team will take a collaborative problem solving approach becoming thought partners and advocates to help find solutions.</p> <p>All staff members will treat students and families of chronically absent and late students with respect.</p>	<p>All parents All students</p>	<p>Sept 2014 – June 2015</p>	<p>Attendance Team All school staff</p>
<p>Team to review procedures in place and determine what adjustments and/or revisions will improve our effectiveness.</p>	<p>Students Parents</p>	<p>June 2015</p>	<p>Attendance Team Principal Attendance Teacher Social Worker Parent Coordinator</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Administration to designate members of the school community to serve on the Attendance Team</p> <p>Schedule time for regular weekly meetings for Attendance Team to meet, review attendance, monitor targeted students, contact parents, share information and enter into ilog and additional other actions according to the procedures established by the team.</p>

Principal, Assistant Principal, School Social Worker and Parent Coordinator to designate additional time each week for meeting with families of students whose absence/lateness has not improved despite the supports provided by the team

Team to collect weekly attendance percentages to compare with next year when we will compare monthly attendance percentages to this year's attendance

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

By February 2015 attendance logs, iLog and team notes of communication with families will document ongoing monitoring and activity of students with excessive absence and lateness. Although many factors contribute to attendance and lateness, targeted students with a history of being absent/late will show improvement.

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

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

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

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

### Part 1 – Needs Assessment

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

Collaborative teachers characterize every aspect of the school. Since we opened in September 2008 teachers have worked together on planning and instruction, addressed challenges together and worked hard to support each other. Our entire school culture is characterized by respect and continuous improvement. This year teacher teams are building on our work of using data to drive instruction by embedding lessons in upcoming planning on trends noted by teacher teams. We are adding protocols to our work to support structure, focus and clear expectations and to ensure that all voices are heard.

In the past teacher teams focused most of their planning on whole class instruction in reading and writing. Last year that was appropriate as teachers were learning the program. In 2013-2014 teachers for the first time began to teach small groups in math using the Quick Check questions in every lesson in the Go Math program. Teachers worked individually, occasionally working on specific challenges together or with the network math specialist. We want to focus our strong culture of teacher collaboration on supporting teachers to work together to share practices in addressing the challenges of providing small group instruction in math. This led us to identify an annual goal for progress in math.

### Part 2 – Annual Goal

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

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 90% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and create opportunities that challenge students to perform at higher levels of learning so that by June 2015 50% of students improve by a minimum of one (1) level on the pre- and post-unit Go Math assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			

Teachers will assign students the Quick Check questions in Go Math and assess them daily.	All students	Sept 2014 - June 2015	Teachers Paraprofessional
Teachers will identify student groups based on performance on the unit pre-assessment as well as the daily Quick-Check questions	Student groups ELLs At risk SWDs High-performers	Mar-Jun 2015	AIS PD team Teachers
Administration will schedule observation to take place during small group instruction during math	Teachers	Dec 2014 – June 2015	Administrators
The professional development team will use teacher feedback, data from teacher observations and data from student performance on performance assessments and unit tests to determine PD to support small group instruction in math.	Students Teachers	Jan - June 2015	PD team Administrators
Teachers will work in grade level teams to determine the following Grouping needs based on pre-assessments and unit assessments	Students	Sept 2014 – June 2015	Teachers
Share practice for providing support for groups of students including struggling students and high performers	Students	Sept 2014 – June 2015	Teachers
Classroom teachers will continue the work on grade level teams.	Teachers	Sept 2014 – June 2015	Teachers
Special education teachers will work on grade level and vertical teams to support each other in meeting the needs of their students.	Special education teachers	Jan – June 2015	Special education teachers AIS teachers
Teachers participating in the DOE Teacher Leadership Program (TLP) will take the lead in creating a vertical team focused on using student work to evaluate math instruction and support small group instruction.	TLP teachers	Dec 2014 – June 2015	TLP teachers
All teacher teams will have the opportunity to share their work with the rest of the community.	All teachers	Mar -June 2015	PD team All teachers Administration
Parents often find the math we teach daunting and confusing. We will build trust between the school and families by addressing this issue. The Parent Coordinator will work with parents to identify areas in which we can support parents with the math program. Administration and teachers will create workshops for parents to support their understanding in math	Parents	Jan – June 2015	Administrators Parent Coordinator
We will continue to build the strong culture of trust among teachers and between teachers and administration as we work towards this goal. Teachers will meet in teacher teams to analyze students work samples and plan in response to the data. . Teachers	All teachers	Oct 2014 – June 2015	Classroom teachers Administration

<p>will be encouraged to share successes and challenges with each other and with administration as we deepen the level of trust.</p> <p>Parents often find the math we teach daunting and confusing. We will build trust between the school and families by addressing this issue. The Parent Coordinator will work with parents to identify areas in which we can support parents with the math program. Administration and teachers will create workshops for parents to support their understanding in math.</p> <p>Parents often find the math we teach daunting and confusing. We will build trust between the school and families by addressing this issue as described above</p>	Parents	Feb – June 2015	Administration Teachers Parent Coordinator
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>In order to support professional development and teacher team work focused on providing small group instruction in math, the following resources will be allocated –</p> <p>Monday afternoon professional development time will be allocated to teachers working together to analyze student work</p> <p>The administration will work with the Professional Development team to identify protocols for establishing performance criteria and identifying exemplars</p> <p>The Professional Development will embed critical and relevant connections between the teacher team work on student work and the Danielson Framework and the Quality Review rubric.</p> <p>Calendar and additional planning days have been allocated to provide teacher teams with time to establish performance criteria and score student work on work to be analyzed, and plan using their analyses.</p> <p>The data specialist will represent student performance data with graphs to provide teachers with visual support in understanding the trends on their grades</p> <p>Administration will identify teachers who are providing small group instruction in math and invite them to support their colleagues by sharing planning and assessment practices as well as setting inter-visitations to share grouping, instruction and pacing strategies.</p>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

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

By February 2015 teacher planning and administration observation data will show that 50% of classroom teachers are teaching small groups for math

By March 2015, 3 teachers will be providing small group instruction in math for high performers as well as struggling students

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

● Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Students with special needs who receive SETSS or ICT services do not make as much progress as their more typically developing peers. The same is true with the highest performers. Although the staff recognizes the importance of accelerating the progress of these groups of learners, we want to identify and utilize highly effective strategies for analyzing student performance data and using it to guide our decisions on grouping, planning and instruction. As a lead learner the principal will work closely with teacher teams, such as Teacher Leaders, the vocabulary team, and the ESL team on inquiry work. This work will include researching and identifying protocols and practice to guide us in analyzing student work to drive grouping, planning and instruction in reading, writing and math. The principal is a lead learner and leads by example by transparently articulating and sharing the process, including triumphs, challenges, frustrations and the need for guidance, asking for and providing support to those with whom she is working.. Administrators will share our professional growth and learning and approach challenges with a supportive and collaborative mindset with groups and individual members of the school community.

### Part 2 – Annual Goal

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

In order to ensure coherence across grades and classes in sequencing curriculum and increase the levels of cognitive rigor throughout the school, 90% of teachers and teacher teams who work with students receiving SETSS, ICT or self-contained services will collaboratively analyze and revise assignments and assessments, embedding multiple entry points into instruction to support struggling learners so that we will close the achievement gap between SETSS, ICT and students in self-contained classrooms and their typically developing peers so that y June 2015, 10% of students will have increased growth scores in ELA and/or math on local Measures of Student Learning (TCRWP Running Records and/or Go Math pre-post assessments) as the result of planning and instruction that incorporates multiple entry points into instruction to support high-need learners by 5% as measured by average growth percentiles.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> </ul>			



	At-risk students		
The work with parents will begin as the school reaches out to families for their input in developing our Instructional Vision as outlined in our goal aligned with Strong Family and Community Ties. Teachers will use Family Engagement time to communicate with parents and work with families in ways to support their children The School Social Worker will work with teachers, parents and students to ensure	Parents of English Language Learners and Students with Disabilities and at-risk students	Sept 2014 – June 2015	Administration Teachers Parent Coordinator School Social Worker
In addition to demonstrating effective leadership and leading by example working collaboratively towards this goal will build on the already strong foundation of trust that exists among the staff and between teachers and the principal. By actively learning and researching with the teacher team in a transparent learning stance, the principal will model and promote strategies and approaches that honor, respect and support all members of the school community.  The work will build on the trust between the school and families as teachers and parents work together to share their knowledge about our children. Our partnership will benefit further as adults and students work together to discover and exploit strategies that support success.	Teachers English Language Learners Students with Disabilities Parents Teachers School Social Worker Parent Coordinator	Dec 2015 – June 2015	Administration Teacher teams Network support School Social Worker Parent Coordinator

**Part 4 – Resources Needed**

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

Time will be allocated for teacher teams to meet

Administration will provide grade level exemplars for student performance through the Exemplars program in math  
Writing Pathways text and online exemplars for writing

Network specialists and leadership programs (Teacher Leadership and Learning Partners Program) to provide resources for identifying protocols for identifying assessment tools, defining dilemmas, analyzing work and determining planning and instruction

Teams to establish timelines for implementing revised planning and researched based strategies and assessing effectiveness

**Part 5 – Budget and Resource Alignment**

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

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

We will use funding from Learning Partners Program to support part of this work.

**Part 6 – Progress Monitoring**

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

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

By February 2015 teacher teams who serve English language learners and students with disabilities will identify teaching strategies used in teaching areas of strength and modify and adapt to use with other content.

The team will have chosen an assessment to measure progress

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

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



<p>The principal will work with the school social worker and an Instructional Vision team to research and design surveys asking parents, students and the leadership of the after-school program of the Ridgewood YMCA to share what they know about how their children learn best.</p>	<p>Parents Students YMCA staff</p>	<p>Dec/Jan 2015</p>	<p>School social worker Parent coordinator Teacher team principal  School social worker Parent coordinator principal</p>
<p>The school social worker, principal and parent coordinator are planning a workshop for parents entitled Our Students as Learners. The workshop will be designed to help parents think about how their children learn. This workshop will be offered during the school day and again in an evening.</p> <p>Following the workshop all parents will be asked to complete the survey. Results will be analyzed by the principal, school social worker and teacher teams</p>	<p>Parents</p>	<p>Jan/Feb 2015</p>	<p>School social worker Teacher teams principal</p>
<p>We will also ask the leadership of the YMCA to respond to our survey to designed to determine their staff's beliefs about how students learn best .</p>	<p>YMCA after school staff</p>	<p>Jan/Feb 2015</p>	<p>School social worker Teacher teams principal</p>
<p>The administration and social worker and Instructional Vision team will work with teachers to help students think about how they learn best and complete surveys</p>	<p>Classroom teachers Second and third grade students</p>	<p>Feb/Mar 2015</p>	<p>School social worker Teacher teams Principal</p>
<p>The SLT will work with the social worker, principal, parent coordinator and teacher team to analyze the results of survey responses and revise the Draft Instructional Vision to represent the views expressed in the surveys. Results will be shared in a revised draft to all members of the school community who will be invited to provide feedback.</p>	<p>Teachers Parents Students YMCA Admin</p>	<p>Mar/Apr/ May 2015</p>	<p>School social worker Teacher teams Principal SLT</p>
<p>The SLT will work with various members of the school community to integrate the community's feedback into our finalized Instructional Vision which will be shared with the entire school community</p>	<p>Teachers Parents Students YMCA Admin</p>	<p>May/June 2015</p>	<p>SLT Various members of the school community</p>
<p>Administration to sponsor meetings for staff and SLT to host meetings for parents focused on how our Instructional Vision will inform planning and instruction in school and support parents in working with students at home. This work will be continued next year.</p>	<p>Teachers Parents</p>	<p>May/June 2015</p>	<p>Administration SLT</p>

	Students		Social worker
Every member of our community will be represented in development of our Instructional Vision. Second and third grade English Language Learners (ELLs), Students with Disabilities, former ELLs, high performers and typically developing learners will express their own perspectives. Parents, teachers, paraprofessionals and staff from the YMCA will also be invited to share their understanding of how our students learn best.	Teachers Paras Parents Student Groups ELLs SWD F-ELLs At-risk High YMCA staff	Oct 2014- June 2015	SLT Teacher team Social worker Parent Coordinator Administration
The entire action plan outlined above is designed to increase parent engagement and strengthen the partnership between school and home. Parent input is integral to the creation of our Instructional Vision. Working with parents on how to use our knowledge to support student learning will allow us to build on our work in creating the vision.	Teachers Paras Parents Students YMCA staff	Oct 2014- June 2015	SLT Teacher team Social worker Parent Coordinator Administration
The transparent and inclusive process of creating our Instructional Vision together is designed to build trust between and among the various members of the school community sharing ideas and feedback, incorporating all perspectives and condensing our ideas and perspectives into a school-wide Instructional Vision	School community	Oct 2014- June 2015	SLT Teacher team Social worker Parent Coordinator Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration will schedule time for the teacher team to meet with the principal, social worker and parent coordinator Schedule time for collaboration between school social worker, principal and parent coordinator PD team to schedule Monday training on using the Instructional Vision Timeline for each step of the process Work with PA to provide funding for babysitting expenses Work with SLT and Instructional Vision team to identify resources for creating and analyzing surveys Work with SLT and Instructional Vision team to identify protocols for

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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Instructional Vision Team established consisting of parents and staff  
 Instructional Vision Team has created and distributed surveys for parents, students and YMCA staff to complete  
 By February 2015 there is evidence that parents and students are engaging in thinking about how students learn.

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

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scores on running records and writing performance tasks	Repeated readings Fountas & Pinnell Leveled Literacy Intervention System	Small group instruction <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Push-in/pull-out provider</li> </ul>	During school day Grade 3 – before and after school day ESL students – before and after school day
<b>Mathematics</b>	Student performance on daily Quick Check assignments Student performance on Unit Pre-Assessments of skills necessary to master content within the unit	Reteach lesson Go Math resources for providing remedial support	Small group instruction <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Push-in/pull-out provider</li> </ul>	During the school day Grade 3 – before and after the school day
<b>Science</b>	Student performance on learning activities	Reteach lessons Provide background and support through texts	Small group instruction <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul>	During the school day
<b>Social Studies</b>	Student performance on learning activities	Reteach lessons Provide background and support through texts	Small group instruction <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul>	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student performance on reading and math assessments	Ready Gen resources Fountas and Pinnell Leveled Literacy Intervention System Go Math Intervention resources	Small group – push in and pull out instruction	During the school day

## Section 7: Title I Program Information

**Directions:**

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

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**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
100% of our teachers are highly qualified. Professional development and teacher teams are designed to ensure that practice and pedagogy are based on student outcomes. We are successful in recruiting and retaining highly qualified teachers by establishing a positive, supporting culture and climate, as well as providing high levels of differentiated professional development to support improvements in practice. Assignments are determined using a variety of considerations including teachers' strengths, experience on certain grades, need to recognize the connections between grades and teachers' choices.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
With the assistance of Network Instructional Specialists and our Talent Coach, administration has developed a balanced approach to professional development. Teacher teams meet at least twice weekly to collaboratively plan instruction and address challenges. Administration also allocates 3 hours per month on supporting teachers in the ADVANCE initiative, which includes the Danielson Framework and Measures of Student Learning. All professional development from planning to analyzing student work to identifying ongoing and summative assessments in provided using the Danielson Framework and student performance to guide the work. Professional development is also differentiated by grade, specialty and teachers' needs.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

In order to support preschool children from early childhood programs into the elementary school program we have expanded our pre-K program from 18 to 36 students. This has enabled us to increase the number of students we can prepare for our rigorous CCLS aligned kindergarten and elementary program. We also invite parents with students in local day care programs to tour our school and attend a presentation about our academic program.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

As part of the ADVANCE teacher evaluation system a team of teachers identified assessments that will be administered and used to evaluate teachers. Teachers on each grade and content area actively participate in the use and selection of a variety of ongoing and formative assessments. Professional development is designed to increase teachers' understanding of the characteristics of effective, impactful ongoing assessment through analyzing and exploring Component 3D of the Danielson Framework. As the year progresses, professional development will build on prior work focusing on supporting teachers in effectively using data from assessments to improve instruction. Teachers then work together to develop and share assessment instruments. This year we are also identifying target areas in which we will be using student performance to evaluate our instructional practices.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	205,110	X	11, 15, 18, 23,26
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal		
Title II, Part A	Federal		
Title III, Part A	Federal		
Title III, Immigrant	Federal	11,200	11, 15
Tax Levy (FSF)	Local	2,149,604	11, 15, 18, 23,26

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

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

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

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

- 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.

<sup>2</sup>The **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.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

### Parent Involvement Policy (PIP)

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

**Learners and Leaders** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

#### **PUBLIC SCHOOL 305Q LEARNERS AND LEADERS**

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and

funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
52 Chambers Street, Room 209  
New York, New York 10007  
Phone: 212-374-6072

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - 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.

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 September 30, 2014.

Part A: School Information	
Name of School: Learners and Leaders	DBN: 24Q305
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 93
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

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: Starting in early October, Learners and Leaders will provide an intervention program targeting at-risk ELLs who need additional grammatical and phonetic support. Margaret Padua (Ms. Maggi, NYS ELL certified instructor) will work with third grade ELLs on Wednesdays and Thursdays for .5 hour sessions. The program duration will be a half-hour since students remain in the classroom at the end of the day and thus avoid losing any instructional time by transitioning to a new location. During the hours of 2:30-3:00 p.m., Ms. Maggi will utilize Foundations, which is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Each level of Foundations presents skills in a carefully structured scope and sequence. Some of the instructional activities of the Wilson-based program are: letter formation, sound mastery, phonics, vocabulary, tricky words, fluency, and literary comprehension. Each lesson has been designed for a 30 minute duration. This program will expand in January by incorporating a whole language approach and NYSESLAT practice for all ELLs, not just those that are at-risk.

Beginning the third week of January, our fourteen week after school program is aiming to prepare our students for the NYSESLAT and target all of our students' literacy goals in the four modalities. The program will begin in January and will be completed in the last week of April prior to NYSESLAT. For the first nine weeks of the program, we will be working in small groups using data from student work and the previous year's NYSESLAT test scores to guide our instructional goals. We will utilize component of ReadyGen (including Reader's Sleuth) to provide scaffolded instruction for close reading, oral reading, and language analysis. ReadyGen also includes focused writing instruction to work on conventions and the writing process. For the remaining five weeks of the program we will continue our small group work and begin introducing the NYSESLAT. Students will become familiar with the format of the test and the rubrics used to grade their work.

We have decided that Kindergarten, 1st, 2nd, and 3rd Grade students will receive instruction on Wednesdays and Thursdays from 2:30 to 4:00 p.m. for a total of 3 hours per week. Students will be grouped based on their academic needs. Kindergarten, 1st grade and 3rd grade ESL teachers will be servicing a limited number of newcomers. Small grouping within the classroom will ensure teachers are able to differentiate lessons for the newcomers to make input more comprehensible to them. There are no LTEs or SIFEs in our school at the present time. Teachers who work with our ELLs with disabilities subgroup in grades K-3 will implement recommended IEP modifications during all Title III programs. Since all of our ELL students are in the ESL Program, instruction will be given in English. The approximate number of ELLs (depending on participation) for each grade is as follows: Kindergarten: 40 ELLs, 1st grade: 22 ELLs, 2nd grade: 13 ELLs, and 3rd grade: 8 ELLs.

During the first nine weeks the program will focus primarily on non-fiction literature which is emphasized in the Common Core Standards. We have also decided to spotlight nonfiction to build background knowledge, vocabulary, and schema for ELLs. The materials we will be using are literature from ReadyGen, ReadyGen Sleuth, our leveled libraries, videos, poems, songs, Foundations, audiobooks, NYSESLAT Test Prep workbooks and other resources and realia that support early literacy development.

### Part B: Direct Instruction Supplemental Program Information

There will be seven teachers involved in this program and four are ELL licensed. The teachers who are not ELL certified will receive training and coteach with our four NYS ELL certified teachers (Yasmina Keller, Melissa Marino, Kathy Ferriola and Margaret Padua). Common Branch teachers will work alongside ELL certified teachers for the full 3 hours per week. Additionally, Common Branch teachers will focus on the content of instruction while ELL teachers will concentrate on the language objectives of each lesson.

### 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: The four NYS ELL- licensed providers (Yasmina Keller, Melissa Marino, Maggi Padua, and Kathy Ferriola) have been and will continue to attend a variety of PDs targeted toward shrinking the performance gap of ELLs. Some of the PDs and dates attended are as follow: Universal Design for Learning (October 8, 2014), Maximizing opportunities for ELLs (October 21, 2014), and Writing Language Objectives for ELLs (December 5, 2014). PDs will be turn keyed to the other three Title III Program teachers during the half-hour instructional block each Tuesday. In the second week of January, just prior to the launch of our 14 week program, ELL and Common Branch teachers will meet to layout the structure, content and goals of both the literacy program and NYSESLAT test prep. We will also cover the components of the NYSESLAT test, rubrics used when grading them, and which skills to focus on based on current data and the previous year's NYSESLAT scores. The ELL providers will lead the planning of the nonfiction whole literacy program. Melissa Marino will lead the training and planning for grade K. Kathy Ferriola will lead the training and planning for grade 1, Yasmina Keller will lead the training and planning for grade 2, and Maggi Padua will lead the training and planning for grade 3. \_\_\_\_\_

### 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: In May, we will host several Family Reading Nights (6:00 to 7:00 p.m.) for students and parents. To make the events age appropriate, we will invite parents of Pre-K and Kindergarten, grades one and two, and grade three on separate evenings. We will gather in the library

**Part D: Parental Engagement Activities**

where teachers will read from a favorite book. The teacher models story telling as an art form. Read-alouds should have a good sense of timing and bring the characters of the story “to life” through facial expressions and voice inflections. Parents will be provided with ten strategies in literacy to help their child at home. To wrap up the evening, goodie bags and snacks will be handed out in the cafeteria.

We will also have a Library Saturday program for ELLs and their parents once a month. The Library will be open 2.0 hours per month (10:00 a.m to 12:00 p.m). Our community need for further literacy education aimed at parents and their young children is significant. Our trained library staff created a developmentally appropriate learning space and material collections for families. Our library serves a culturally and economically diverse population that requires greater access to free and engaging literature. Our Family Library Day has allowed us to develop a more comprehensive array of services for our families and ELLs.

According to our school's most recent analysis of demographics, 43% of Home Languages are English and 44% are Spanish. Therefore, written translation is provided in-house by a school staff member or by the DOE Translation Unit. In order to meet the needs of our students and parents, all school communications (such as calendars, newsletters, invitations etc.) are sent home in English and Spanish. For parents with a language other than Spanish, we have made parents aware that they may stop by the school so that we may utilize the DOE translation and interpretation unit when necessary. Each event will have at least one Spanish speaking staff member or volunteer available and we often have Arabic and Polish translators for larger scale events. Finally, we encourage families to bring along someone who speaks both English and their home language to ensure we have captured their understanding.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	_____	_____

**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.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>24</b>	Borough <b>Queens</b>	School Number <b>305</b>
School Name <b>Learners and Leaders</b>		

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

Principal <b>Lynn Botfeld</b>	Assistant Principal <b>Nicholas Bologna</b>
Coach	Coach
ESL Teacher <b>Yasmina Keller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Melissa Marino (ESL)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Michelle Lopez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>415</b>	Total number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>18.80%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	14	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	63	0	14	14	0	14	0	0	0	77

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>63</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>77</b>	
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	22	10	12										69
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic	1	2		2										5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
<b>TOTAL</b>	<b>28</b>	<b>25</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>77</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	3										6
Intermediate(I)	13	2	6	4										25
Advanced (A)	12	7	6	1										26
Total	<b>26</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>57</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	6	2	1	0	!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Learners and Leaders uses sections of Teacher's College, Foundations, and ReadyGen to assess the early literacy skills of our ELL population. The data shows a need for additional support with both rhyme recognition and rhyme generation. It also highlights the need for additional support with letter and sound recognition and initial and final consonant sounds. Using this data we will target our

ELL students with double dose Foundations in a small group setting. The Teacher's College Running Records will be used to form guided reading groups and small group strategy lessons. This information has informed our school of the continued need for support with phonetic awareness to help students become lifelong readers and writers. The ReadyGen curriculum is built to address the ELA Common Core Standards and New York City's literacy requirements. ReadyGen promotes student thinking and understanding through citation of text-based evidence. Students write everyday and instruction is closely linked to reading, using the text as a model. Students are assessed with ongoing assessments of checklists and comprehension questions..

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the LAB-R data for our 2012-2013 there are thirteen beginners, zero students who are intermediate, and ten students who are advanced. Our NYSESLAT data shows that four out of thirty-one first-grade ELLs achieved a proficient score. The remainder of the first grade ells are as follow: one beginner, twelve intermediate, and thirteen advanced. In second grade, seven out of seventeen ELLs reached proficiency. The remainder of our second grade ELL proficiency levels are as follow: two beginner, two intermediate, and six advanced. Finally, in third grade thirteen out of twenty-four ells were able to reach proficiency. The remainder of the proficiency levels in second grade are as follow: zero beginner, six intermediate and five advanced. Since the Listening/Speaking and Reading/Writing Modality breakdown report is not yet available, we cannot speak on the results of 2012-2013 NYSESLAT results.
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](#))  
Our ELL providers Melissa and Yasmina push-in to service our ELL students during various content areas. The classroom certified ELL teachers such as Maggie in 2<sup>nd</sup> grade also provides ELL support in the self-contained classes. All providers use multiple strategies including visual support and total physical response.
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. Learners and Leaders is currently not participating in a native language program and therefore cannot compare scores.
  - b. Learners and Leaders is currently not participating in ELL Periodic Assessments.
  - c. Because of the stated reason above, this question is not applicable.
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](#).)  
Learners and Leaders analyses the running records and Teachers College benchmarks for reading levels throughout the year to select English Language learners who need additional supports that can be serviced with Tier II and Tier III Interventions. Natalie Giambra services our SETTS students in a pull out model along with at risk students, including our ELLs. She uses the Leveled Literacy Intervention Program by Fountas and Pinnell and monitors for progress using the Fountas Pinnell Running Records to assess progress every 3-5 weeks. She colleaborates with both the ESL Providers and classroom teachers weekly to ensure all instruction is targeted with a specific goal(s). Mrs. Giambra also works with students on math who are struggling based off of their unit assessments and teacher observations.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
At Learners and Leaders we consider our ELLs when selecting programs and planning for instruction. Learners and Leaders has made its school-wide instructional focus Vocabulary and Language development. English language learners who experience slow vocabulary development are less able to comprehend text at grade level than their English-only peers. Important considerations include taking dvantage of cognates, ensuring that ELLs know the meaning of Tier 2 and Tier 3 words, and providing sufficient review and reinforcement. Additionally, our Curriculum Maps are designed to allow for multiple entry points for all students, including our ELLs and former ELLs. Classroom teachers and ESL Providers ensure that there are many scaffolds; visual supports, TPR, realia , etc. to support second language development. When necessary teachers and ESL Providers modify lessons and activities to ensure students are able to progress both with content knowledge, acaedmic vocabulary and overall language development.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Each year we look at the individual growth of each of our students and reflect on our programs and methods of instruction. As a new

school, with five years of data we have seen some of our students test at proficient levels on the NYSESLAT. We will continue to track data to determine the success of our programs and make any changes we find necessary for the success of our ELL population. This year we have made programming changes for our ELL support as explained below.

As our school is growing we have decided to make a more focused effort to address our ELL students. We noticed in order to be in compliance, as well as concentrate our time and efforts with the ELL students and classroom teachers, it would be best to have at least two ELL classes per grade. This includes one general education class with ELL students and one ICT class with the ELL students with IEPs. We also have two self contained special education classrooms with ELL students. This change allows for consistent push in support with reading and writing workshop as well as reading and writing in the content areas. Our NYSESLAT data indicated a need for additional support specifically in reading and writing. Our support is now targeted to ensure that our students will show a greater increase in their NYSESLAT results and all classroom assessments, as well as standardized tests.

Our NYSESLAT results for some students was extremely successful shown by 34 students testing at the proficient level out of 91 students tested, in addition to 83 of our ELL students increasing atleast one level on the NYSESLAT.

Here is our data to support our program changes:

School Year 2013-2014

In kindergarten, we have two ELL classes with Beginner/Intermediate/Advanced ELLs. One kindergarten class with 13 ELLs, and the other with 15 ELLs. In first grade, we have one first grade class with Beginner/Intermediate/Advanced ELLs. (22 ELLs) In addition, in first grade we have an ICT class that has 2 ELLs which will be getting pulled out for ELL services. In second grade, we have two classes that contain ELLs (Class 2-2 has 2 ELLs and Class 2-3 has 6 ELLs) In third grade we have one general education class that contains 6 ELLs, and one ICT class that contains 2 ELLs.

In addition to the classes listed above, our school has two self-contained special education bridge classes: class K12-5 and class 23-4. Class K12-5 has 3 ELLs and Class 23-4 has 5 ELLs.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When parents enroll their children at Learners and Leaders, Yasmina Keller assists in the completion of the HLIS in English and their native language. Yasmina has an informal oral interview in English or Spanish with the parents and reviews each question to ensure parents accurately answered all questions and answers any questions or concerns the incoming families may have. Parents who require translation in another language the ESL providers utilize the phone Translation Services to complete the oral informal interview and HLIS. A licensed ESL teacher (either Melissa Marino or Yasmina Keller) administers the LAB-R to those students who qualify within the first ten days of school. Yasmina administers the Spanish LAB-R to our Spanish speaking ELLs. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive services based on their Program Selection Form.
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.  
We then set up a Parent Orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. The meeting is held and the parents are provided with an agenda and shown the orientation video in their home language to explain the three program choices. A group discussion is then held to allow ESL teachers to answer all questions and concerns. Yasmina provides Spanish translation and when needed parents who require additional translation support the phone translation services are used with that family and one of the ESL providers. Parents are made aware that all programs are available to their children. After the completion of the program selection form parents who select a program other than ESL are informed that and if the numbers allow

for a particular model, the school will create a classroom to meet their program selection. They are offered the opportunity to transfer their child to a school that currently has the program of choice and the ESL providers support the parents decision to transfer their child or wait for the program to be opened in their home school. If there is any further support needed the ESL providers Yasmina Keller and Melissa Marino will meet individually with families to help support their program selections. An additional parent orientation is scheduled for for parents who were unavailable for the original presentation.

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

We ensure that all students who are tested into ESL by the LAB-R receive entitlement and continued entitlement letters in their home language. ESL teachers produce these letters and distribute them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied and stored in the ESL office and the students cumulative record. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of Michelle Lopez, our parent coordinator, to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.

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.

We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their requested language. A Parent Orientation is set up and the program selection is made. Once a selection is made, Placement Letters are distributed to the students in their home language. Our Placement Letters are distributed by our ESL providers and placed in take home folders. The ESL providers Yasmina Keller and Melissa Marino then tally the results of the program selection form and ensure all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL team and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records and an additional copy is placed in the students cumulative record.

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.

Students are organized into testing groups based on grade level and class. The two push-in ESL teachers Yasmina Keller and Melissa Marino carry out testing for students that are not on their servicing roster for speaking. The reading, writing and listening sections are administered by the students ESL provider. To ensure that all students take all parts of the test, we track the students which complete each portion of the test on a spreadsheet containing all ELL names. After all sections are administered to every ESL student the two ESL providers complete all necessary information on the scans and transfer any bubbles from the test booklets. We then work as a team to score the Writing and complete the packaging and deliveries.

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. 
- During the 2012-2013 school year 16 kindergarten parents request ESL, 5 kindergarten parents requested Dual Language (4 Spanish and 1 Polish) and 6 kindergarten parents requested Transitional Bilingual (2 Arabic and 4 Spanish).

During the 2013-2014 school year 15 kindergarten parents requested ESL, 11 kindergarten parents requested Dual Language (Spanish) and 3 kindergarten parents requested Transitional Bilingual. (Spanish)

## 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])?

Learners and Leaders uses a Push-In model that allows for collaborative teaching in addition to self-contained ELL classrooms with mixed proficiency levels. During Push In, the ESL teacher is able to model specific strategies for working with the ELLs so the classroom teacher can incorporate them during other times. Where possible there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes.

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)?

Learners and Leaders has three fully licensed ESL providers and one teacher who has completed coursework in ESL who also holds early childhood and special education certification and one teacher who is in process of completing her ESL coursework with a common branch license. These teachers collaborate to meet the mandated number of minutes through push-in scaffolded ESL classroom instruction. During our push-in and co-teaching we work on language through reading and writing. Additionally, three of our ELLs are receiving their full mandated 360 minutes from a combination of two fully certified teachers. One of our teachers has completed her coursework and is in the process of becoming certified.

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.

In our self-contained ELL classrooms, content is delivered with appropriate ELL scaffolds. In math, science, and social studies teachers use realia, videos, and explicit vocabulary instruction to ensure that ELLs are able to access content knowledge. In ELA, our teachers use close readings and questioning to ensure ELL comprehension of read-alouds. To support independent reading and writing skills, teachers use data to isolate specific skills to reinforce and support through small group instruction. In these small groups, the teachers encourage group discussion to give opportunity for students to use content vocabulary and build conversational skills.

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

At Learners and Leaders, all Spanish-speaking students receive the Spanish Lab-R at the time of registration from a licensed ESL teacher who is fluent in Spanish. In regards to our Special Education protocol, all of our ELLs that are being evaluated for support services (i.e.- speech, OT, counseling, etc.), are assessed both in their home language and in English.

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

In reading and writing, teachers use periodic assessments to assess student growth. In reading, we use the Teachers' College running records to assess reading fluence and comprehension. In writing we use on-demand tasks which are assessed using a year-long writing rubric to determine growth in writing.

We assess speaking through re-tell of stories in small groups, and based on our observation will support these students. We assess our students listening skills through the use of questioning and "turn-and-talk" during our daily interactive read-alouds.

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) Given that our school is an early childhood school, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.

c) N/A

d) N/A

e) Students who test proficient on the NYSESLAT continue to be placed into classrooms with ELL supports. Depending on their growth after their first year of testing proficient, they may continue to be placed in an ELL supported class or move into another class setting.

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

Teachers at Learners and Leaders use a variety of methods to support ELL-SWD through the content areas. This year we have adopted the Pearson ReadyGen Literacy program to help build stronger readers and writers through a lesson structure that develops social studies and science knowledge through grade appropriate texts. Each lesson includes scaffolding strategies that consider diverse learners, including ELLs and ELLs with disabilities. At all grade levels, the lessons begin with explicit modeling of close reading followed by deep interaction with the unit anchor text and shorter supporting pieces of text. As students closely read text with special attention to comprehension and vocabulary, they develop content knowledge and the ability to express their essential understanding and knowledge with evidence from the text both verbally and in writing. To further support content writing and Social Studies content, teachers are using Picturing America. Picturing America is a teaching tool that exposes our students to American History and traditions through art. Finally, our comprehensive implementation of Thinking Maps supports our ELL-SWD by providing a consistent representation of thinking through all contents, including literacy, physical education, etc.

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?

For a number of our ELL-SWDs, they receive ELL services by receiving Social Studies and/or Math instruction from ELL-certified teachers in ELL self-contained classrooms. These teachers use ELL scaffolds including realia, pre-teaching vocabulary, and visual supports to ensure that these IEP students are able to access content. These teachers also use turn-and-talk and small group conversation to help re-inforce new content vocabulary.

### Courses Taught in Languages Other than English

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

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

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

Class/Content Area	Language(s) of Instruction

### Courses Taught in Languages Other than English ⓘ

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

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


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

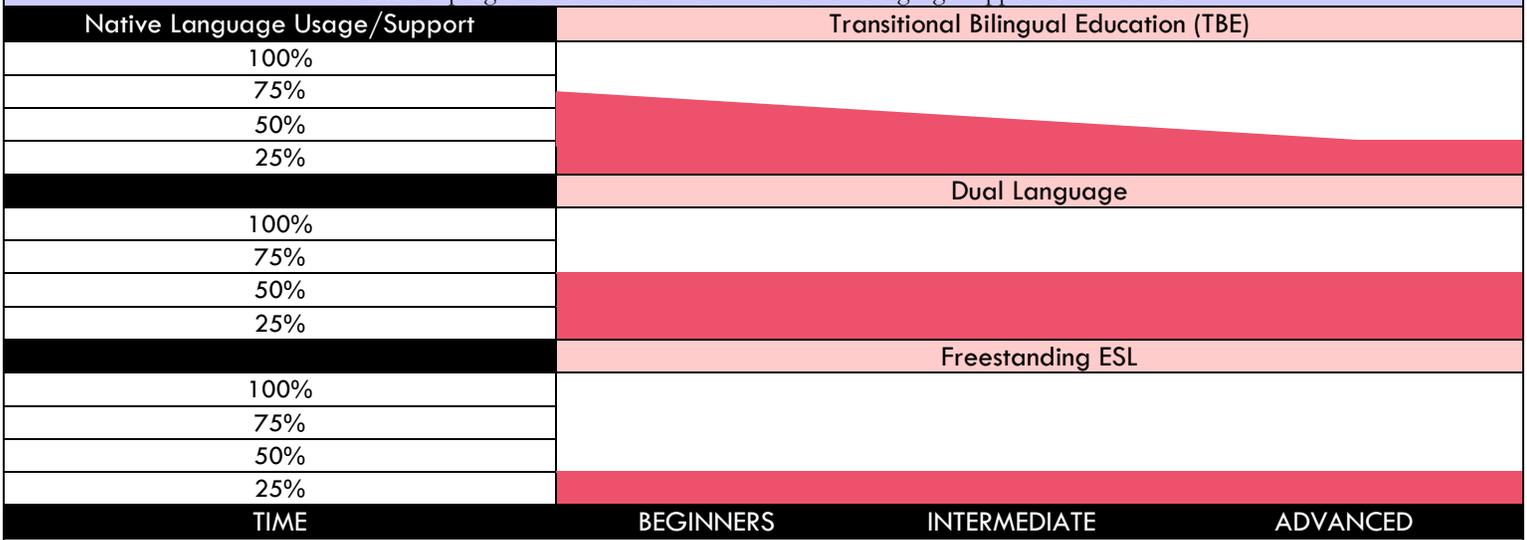
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ELLs includes a school-wide implementation of Thinking Maps. Thinking maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide consistency for our ELLs and students with special needs. In addition, we have recently purchased the literacy intervention program, Imagine Learning. This program provides personalized literacy intervention for students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ReadyGen meets the needs of our ELLs in both content and language by having teachers achieve the shifts by the NYS Common Core Learning Standards:
- a-balancing informational and literary texts
  - b-Knowledge in th eDisciplines (science and social studies topics that meet NYS Standards
  - c- Staircase of Complexity
  - d- Text Based Answers; making your case from the text you read; higher level thinking skills
  - e-Writing to sources, (students are bringing their knowledge from one test to another; substantiating your argument; and writing from/tomultiple texts sources
  - f-Focus on academic vocabulary to arm student for complex text
- ReadyGen is based on Scope and Sequence of skills and strategies that are appropriate in phonics, comprehension, and writing.
11. What new programs or improvements will be considered for the upcoming school year?
- As mentioned previously, we have made our school-wide instructional focus vocabulary and language development. Emphasis will be placed on effective vocabulary development during unit planning, lesson design and instruction. Teachers will monitor students' use and accuracy of the words, and if the understanding is enduring.
12. What programs/services for ELLs will be discontinued and why?
- Learners and Leaders has discontinued membership of Imagine Learning Software. Although the program offered a broad range of skills in both literacy and oral language development, the assessment components did not satisfy student needs. There was insufficient data used when placing students inside the various curriculum strands in the program, such as vocabulary, conversation, literacy, etc. The data was also not relevant to the instruction and could not be streamlined into the classroom setting. Furthermore, recurrent technical issues and delays affected the accessibility of the program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Every program in our school is open to all children including our ELLs and Special Education students. We have the YMCA afterschool program and an afterschool NYSELAT Test Prep. We also have family activities on the weekend that invite all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums, and attractions in New York City.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that are used to support ELLs include Go Math Differentiation and Intervention Handbook, Houghton-Mifflin Social Studies Program for Grade K-2 (which include lessons designed specifically for ELLs), FOSS Science for Grades K-3.3 and Ready Gen ELL scaffolding guide. These are in addition to the many teacher-created tools, which include of many visual and language supports. We also have SmartBoards and Elmos available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all students to utilize throughout the school day. For native language support, our FOSS Science program has materials available in Spanish for both instruction and assessment. We have also purchased electronic translators for newcomers that offer interpretations in over one hundred languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through our newly purchased program Imagine Learning. In this program, teachers have the option of allowing students to hear instructions in both English and their native language. This program is used in our freestanding ESL program, including our push in and self contained classes. Our school does not have have dual-language nor a transitional biligual program. Many of the teachers, paraprofessionals and support staff in Learners and Leaders speak Spanish, which is the main home language of our student population.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

There are various services and resources available for our ELL students. The ELL teachers Melissa Marino and Yasmina Keller push into classrooms and provide ESL methodologies to support ELLs. Melissa Marino works with ELLs in grades K and 1 and Yasmina Keller works with students from grades 2 and 3. Natalie Giambra the AIS provider also provides support to ELLs with disabilities. All these services correspond with ELLs ages and grade levels. These providers are able to differentiate instruction by analyzing their TC running records. Go math as well as ReadyGen are aligned with the Common Core State Standards and grade appropriate for students. These programs provide scaffolded instruction for ELLs as well as visuals for all students.

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.

ELL parents take part in a parent orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. ELL students meet with an ESL teacher (Melissa Marino or Yasmina Keller) throughout the day to provide ESL instruction using ESL methodology. Melissa Marino meets with grades K and 1 and Yamina meets with grades 2 and 3. These teachers provide engaging activities to provide a risk-free teaching environment for all ELLs. The incoming activities focus on Basic Interpersonal Communication Skills which help the students adapt quickly to their new school and establish bonds with peers. Gradually the shift has a greater emphasis on academic language through work with our curriculum.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

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

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

1. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including many professional development offered through the Office of English Learners. Our ELL teachers will participate in a two-day workshop on preparing for and unpacking the NYSESLAT exam. We will also be participating in a four day math institute specifically for making math content comprehensible to ELLs. We have an upcoming four-day professional development institute titled Brain Research: Keeping ELLs in Mind which throws light on what neuroscience can teach us about language acquisition.

2. Learners and Leaders has embraced Common Core and understands that professional development aligned to the standards must be offered to teachers in order to properly support ELLs. We are also receiving extensive professional support with ReadyGen by exploring a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards. Training is designed to equip teachers with the tools and practices necessary to meet the expectations and instructional shifts of the new standards to help all students, including ELLs and ELLs with disabilities, become college and career ready.

3. Because we are an early childhood K-3 school, our students do not transition into middle or high school.

4. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we meet the needs of all students. All information learned at any professional development is turn keyed between all of the ELL providers and the classroom teachers. The ELL teachers (Melissa Marino and Yasmina) attend any professional development through the office of ELLs as they wish. For example, the LAP training workshop, and NYSESLAT workshop. Giuvela, our ESL Network Specialist, also provides professional development throughout the school year. Teachers at Learners and Leaders also attend other workshops such as ReadyGen, ELL Math Institute, Foundations, and Brain Research Institute workshops throughout the year. We use a tracking sheet to sum up the hours of professional ELL training we receive throughout the year.

## D. Parental Involvement

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

1. To foster parental involvement in our school we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home and in school support. Specifically, we offer parent workshops in literacy to help our parents build their literacy skills at home. Parents are strongly encouraged to attend field trips. We provide family weekend outings organized by our ESL teachers, to help our families explore and learn about areas outside our community. We hold Art and Craft Saturdays at our school where families can come to our school and participate in an arts activity. Translation is always provided in all of our parent involved activities, either through fluent speakers of Spanish on our staff or through the use of the Department of Education Translation phoneline. Also Learners and Leaders holds game night, movie night and cookshop for families through Foodbank of NY. Learners and Leaders also offers ESL classes for adults which takes place daily in the school building.

2. Learners and Leaders also partners with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The YMCA program provides a free after-school program to all students who register. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLs, to offer information and support to gain access to our Ridgewood community and their support programs. Our school continues to proudly offer to all members of our community an adult ESL program. This program is offered through the NYCDOE Office of Adult Education.

3. We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and parent meeting with parents of ELLs. The classroom teachers also communicate with both the parents the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide an evening for parents to visit our classrooms and learn about our programs. This evening is specifically for the classroom teachers as well as out of classroom teachers to discuss the school's programs and support. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phoneline. At Learners and Leaders we feel strong ties between school and home is an essential component to students' success. Parents receive weekly newsletters keeping them updated on skills and content being taught in the school. They are encouraged to provide feedback, questions and concerns to school staff.

We also analyze the results of our Environmental Surveys to evaluate our effectiveness on addressing the concerns of our parents.

In the 2012-2013 Environmental Survey, an overwhelming percentage of parents felt satisfied with how Learners and Leaders:

Keeps parents informed about their child's academic progress. (97%)

Keeps parents informed about what their child is learning. (98%)

Keeps parents informed about services for their child, such as tutoring, after-school programs, or workshops at school. (96%)

Communicates with parents in a language that they can understand. (98%)

4. Our parents involvement activities are aimed at addressing the needs of our parents. In order to keep an active parental presence in our school, we host Meet the Teacher night for both classroom teachers and out-of-classroom staff. Additionally, each teacher is also part of a math, science, reading, writing, or social studies content team. Each content team is responsible for hosting one school-wide parent event that is both aligned to grade-specific instruction and celebrates student learning.

## 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: Learners and Leaders**

**School DBN: 24Q305**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynn Botfeld	Principal		1/1/01
Nicholas A. Bologna	Assistant Principal		1/1/01
Michelle Lopez	Parent Coordinator		1/1/01
Yasmina Keller	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
Melissa Marino	Other <u>ESL</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

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

DBN: 24Q School Name: Learners and Leaders P.S. 305

Cluster: 207 Network: Children First Network

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

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

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

PS 305 data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 414 students with a home language breakdown consisting of 44 % English, 43% Spanish, 2% Polish, 8% Arabic, and 3 % of our students having languages of Croatian, Malayalam, Urdu, and Ukrainian. In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes the ATS, Home language Survey, Office Staff registering students, Teachers, Parent Coordinator and School Nurse.

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

We found that more than half of the parents who do not speak English as their dominant home language, as identified by their Home Language Identification Survey, need translation and interpretation support to read or speak in English. The findings indicate that the school needs to translate all documents from English to Spanish, since we have 43% of our families who speak Spanish as their dominant home language. The teachers of students with a language other than Spanish have been made aware of the DOE translation and interpretation services and use this service when necessary. All teachers and parents have also been made aware that interpreters are available for meetings and conferences.

## Part B: Strategies and Activities

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

In order to meet the needs of our students and parents as identified in Part A, all school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in Spanish. Both the English and Spanish document will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by the Principal to ensure materials are distributed in a timely manner.

For our students and parents who speak/read a language other than English and Spanish we will offer translation services for all documents by attaching in their native language a document that states "To obtain a translation of this document in (language) please see a staff member."

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

Oral interpretation in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parent/teachers requested by either the parent or teacher to insure that parents receive and understand important information about their child's educational needs. This oral interpretation will be provided by in-house school staff. In the event that a staff member is not available, the DOE Translation Unit will be contacted on a timely basis to request their services.

For students from homes where another language is spoken (other than English or Spanish), classroom teachers work with the parents to explain all important messages about upcoming events, curriculum, etc. Typically, classroom teachers use the DOE over-the-phone translation services or parents volunteers to assist in communicating these important messages.

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

Learners and Leaders will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the Main Entrance of the school in all languages provided by the DOE Translation and Interpretation Unit support materials. The posted signs will explain to the parents the availability of translation services that will be provided by the DOE.