

**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

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

**09X311**

**School Name:**

**LUCERO ELEMENTARY SCHOOL**

**Principal:**

**KATTIA CUBA**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Lucero Elementary School School Number (DBN): 09X311  
School Level: Elementary School Grades Served: K-3  
School Address: 1425 Walton Avenue  
Phone Number: 718-681-8701 Fax: 718-681-8707  
School Contact Person: Kattia Cuba Email Address: [Kcuba2@schools.nyc.gov](mailto:Kcuba2@schools.nyc.gov)  
Principal: Kattia Cuba  
UFT Chapter Leader: Camille Corniel  
Parents' Association President: Stephanie DeJesus  
SLT Chairperson: Felicia Rivera  
Student Representative(s): N/A

**District Information**

District: 09 Superintendent: Leticia Rosario  
Superintendent's Office Address: 450 St. Paul's Place  
Superintendent's Email Address: [Lrosario2@schools.nyc.gov](mailto:Lrosario2@schools.nyc.gov)  
Phone Number: 718-579-7143 Fax: 718-41-7017

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 109 Network Leader: Maria Quail

## 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 School Comprehensive Educational Plan (SCEP) 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)
Kattia Cuba	*Principal or Designee	
Camille Corniel	*UFT Chapter Leader or Designee	
Stephanie DeJesus	*PA/PTA President or Designated Co-President	
Mario Piantini	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Felicia Rivera	Member/ UFT, Chairperson	
Janet Allen	Member/UFT, Teacher	
Kyeyeon Park	Member/UFT, Teacher	
Artemia Hernandez	Member/Parent	
Maria Rosa Salazar	Member/Parent	
Edna Wilson	Member/Parent	
Betzaida Camacho	Member/Parent	
	Member/	

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

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

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework**

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** 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.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students reading at least 2 levels below grade level will be identified for AIS services. Students performing at least 1 level below grade level will be identified for services.	Program strategies include repeated readings, interactive writing, shared reading, guided reading, Foundations Phonics Program, Estrellita Phonics Program, Reading Recovery	One on one (i.e. Reading Recovery), small group instruction, pull out at-risk SETSS services	During the school day, after school)
<b>Mathematics</b>	Students performing at least 2 levels below grade level will be provided with AIS services.	Fluency activities through Number Talks, Math Center work)	One-on-one, small group instruction	During and after school
<b>Science</b>	Students performing at least 1 level below grade level will be identified for AIS services.	Science Lab work, interactive writing, sentence starters, shared reading, shared writing	Small group instruction, one-on-one work	During the school day.
<b>Social Studies</b>	Students performing at least 1 level below grade level will be identified for AIS services.	Interactive readings, close reading, timed readings, shared writing, shared reading, interactive reading.	Small group instruction, one-on-one work	During the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who submit a request for a School Intervention Team meeting to review a student case will be reviewed for services. Services will be provided if the team determines that the student is in need of at-risk services, based on a case by case review and interview with the teacher.	One on one counseling, group counseling, lunch periods with a SETSS teacher, Montefiore Health Clinic Mental Health Services	Small group and one-on-one	During the school day.



## Section 5: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As articulated in Section K, Project Plan and Timeline on page 55 & 56 of the approved SIG plan for our schools and in Section IV, Project Plan and Timeline on page 25 of the approved SIG Continuation Plan, the goals which support our ELT program are as follows:

**Goal #1:** Students will show increased proficiency in ELA and Mathematics. At least 25% of students (we are adapting this from 30% which was originally outlined in the SIG proposal due to the low performance scores students received in ELA and Math at the beginning of Year 1. While progress is being made, students are catching up to constantly moving benchmarks and coming in 2-3 levels below grade level.

**Goal #2:** Students will develop character traits that will help them become well-rounded individuals who have strong inter-personal skills that will support their social-emotional development. At least 50% of students enrolled in Year 1 through Year 2 will show a Level 3 or 4 proficiency on 5 of 7 character traits and 4 of 5 Core Values.

**Goal #3:** Students will use technology authentically to research, collaborate, and present information to others. 65% of students enrolled in Year 1 through Year 2 will have 3 technology projects per year included in their portfolios.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

As articulated in the SIG plan, Section H, Educational Plan, under Section III. Use of Time, page 40, and in the approved SIG Continuation Plan, Section VI, Leading Indicators, pages 39 & 40, the target population will be all of our students from Grades K-3.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Lucero Elementary School will meet the following SED requirements for an ELT program in a Priority School in the following ways:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging: Our school will use the NYC Core Curriculum to obtain curriculum resources aligned to the CCLS that will help us to meet our academic needs during and after school, as noted in the approved SIG grant, Section H. Educational Plan, under Section I: Curriculum, page 34 and 35.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation: Lucero will emphasize a comprehensive curriculum that is applied during the regular day, as well as through ELT, as articulated in Section C. School Model and Rationale, section I: Model rationale and key school design elements on page 11 of the approved SIG proposal.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting: Students will be engaged in questioning, project-based learning, and collaborative group work to support learning, as articulated in the approved SIG grant, Section H. Educational Plan, under Section I: Curriculum, page 36.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art: Lucero will emphasize a comprehensive curriculum that is applied during the regular day, as well as through ELT, as articulated in Section C. School Model and Rationale, section I: Model rationale and key school design elements on page 11 of the approved SIG proposal.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area: In order to support the high number of ELLs that attend our school, we will hire highly qualified teachers to support their needs, as noted in Section E. Instructional Staff, section I. Current school staff overview and changes needed for model on page 17 of the approved SIG proposal.
- Ensure that students targeted for ELT programs participate by contacting families through backpacked letters, phone, and one-on-one contact.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?		Voluntary	x	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

N/A

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The ELT program will be implemented and overseen by the school principal. To support this work, an ELT Team consisting of the ESL Teacher and the Literacy Coach will support the implementation of the program. This team will work to send out the ELT program announcements, ensure that materials are provided to the teachers to work with students, and to communicate with families when parents are late picking up students.

In addition, the collaboration between the school and New Settlement to provide extended hours for families in need of longer ELT hours will be led by Madeline Rosario, the on-site supervisor of the program. The principal and Parent Coordinator will support the Supervisor of the afterschool program in partnership with New Settlement by reaching out to parents who require additional hours. The activities that the New Settlement/Lucero After School Program provides include extra-curricular activities and tutoring. This program runs from September through June. It also is extended throughout the summer for parents who need additional support for student supervision so that they are not home alone.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The resources include having a teacher for every classroom to serve the students. All staff members, except three of the 11 classroom teachers are available. The remaining 3 classes are serviced by out of the classroom teachers. The Kindergarten students meet Wednesdays and Thursdays for an additional hour. Grade 1-3 meet on either Wednesdays and Thursdays or Thursdays and Fridays for an additional two hours. This was done to support the availability of the teachers.

The after-school program is an extension of the day for Kindergarten through 2<sup>nd</sup> grade. The focus is on literacy and math. The focus of the after-school program in Grade 3 is also on literacy and math, with a portion planned for test preparation, since this year will be the first year our students will be testing under the State test.

Resources will include Ready Gen (close reading materials), Number Talks (materials for teaching math fluency), and Test Ready materials (test preparation materials) for Grade 3. These resources will ensure that students focus their ELT time in close reading, math fluency, and test preparation. In addition, Grade K students will focus on developing their writing skills and will use the *Estrellita* program (a phonics program to teach students the sounds of letters and blends) as supplemental resources.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

Our timelines, including start and end dates are articulated in the approved SIG proposal, Section K. Project Plan and timeline in the section which discusses “leading indicators” on pages 51-53 and 55; and in the approved SIG Continuation Plan, Section IV: Project Plan and Timeline page 24-30. The timeline helps our school to track successes and monitor progress.

ELT programs offered during the school day and after school started in October 2014 and will run through the end of June 2015. Summer ELT activities will occur from June-August 2015.

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	<b>21<sup>st</sup> Century</b>	x	<b>Tax Levy</b>	x	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
x	<b>Title I 1003(a)</b>	x	<b>Title III</b>		<b>PTA Funded</b>	x	<b>Grants</b>		<b>School Success Grant</b>	x	<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

N/A

**Part 5 – Progress Monitoring**

**Part 5a.** 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.

Mid-point benchmarks that will indicate progress toward meeting specified goals and timeframes are articulated in the approved SIG proposal, Section K. Project Plan and timeline in the section which discusses “early wins” on page 52; and in the approved SIG Continuation Plan, Section IV: Project Plan and Timeline page 24-30. Leading indicators of success are also articulated in the approved SIG proposal, Section K. Project Plan and timeline in the section III on page 52; and in the approved SIG Continuation Plan, Section IV: Project Plan and Timeline, Sections 2 and 3 on pages 27-30. Leading Indicators are also articulated in the SIG Continuation Plan, under section VI: Leading Indicators on page 35-42.

Benchmarks set in place for our ELT programs in February 2015 include the following:

- By the end of February 2015, 90 ELT hours will have been provided to 100% of students enrolled in the after-school program in partnership with New Settlement.
- By the end of February 2015, 56 ELT hours will have been provided to 100% of Grade 1-3 students enrolled in

the academic after-school program taught by Lucero teachers.

- By the end of February 2015, 28 ELT hours will have been provided to 100% of Grade K students enrolled in the academic after-school program taught by Lucero teachers.
- By the end of February 2015, 37 ELT hours will have been provided to 100% of Grade 2 and 3 students enrolled in the swimming and extra-curricular ELT program offered during the school day.
- By February 2015, 50% of students will demonstrate growth by at least 2 reading levels (as measured through the DRA-2 assessment), compared to the benchmark assessment conducted in September 2014.
- By February 2015

**Part 5b. 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? |  |     |  |    |

## Section 6: 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
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

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

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

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

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

Recruitment of highly qualified teachers is conducted through posting positions through our website, recommendations from staff, through recommendations from our Network (CFN 109), and by posting the announcements with the DOE through New Teacher Finder and Open Market.

In addition, we adhere to the 18D process to reach out to qualified applicants of the Phase Out school on campus. The 18D Hiring Committee consists of the Principal, two teachers representing the UFT, and two representatives from the Network representing the DOE. Together, the committee formulates a hiring criteria and questions for the new hires that aim to ask questions about professionalism, experience, and practices. The committee selects potential candidates from the pool of applicants that meet the hiring criteria. The prospective candidates are interviewed by the committee. Successful candidates are offered a position at the school.

Efforts are made to retain highly qualified staff by providing distributive leadership. In this way, teachers are provided with vast opportunities to serve in leadership roles. Teachers lead grade teams, committees, lead PD workshops, and serve on our MOSL team. In addition, teachers are asked to participate in peer partnerships so that they can provide one another with feedback using the Danielson Rubric and the school's Classroom Environment Rubric to evaluate instructional and environmental practices.

In addition, we have offered teachers the opportunity to obtain a recommendation from the Principal for obtaining a license in Bilingual Education and TESOL so that they may be provided with additional opportunities to serve the school-wide community. We currently have two teachers that have taken advantage of these opportunities. One teacher is a Spanish speaking classroom teacher who is on track to receive a supplementary bilingual certification and the other teacher is a general education teacher who is obtaining her TESOL license to serve as an ESL provider when the opportunity arises at our school.

ELT Program/Activity	Target Population	Partner	#Eligible	# Hours/Year
Academic After-School	K-3	School Faculty	239	120 hours
Tutoring and Extra-Curricular After	K-3	New Settlement	45	200 hours

School				
Swimming and Extra-Curricular During School Day	Grades 2 and 3	Asphalt Green and School Staff	60	75 hours
Summer School	Grades 3 (for students not meeting promotional criteria)  Grade K-2 (enrichment)	School Staff	40	80 hours

**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).

High quality professional development is provided through an ongoing series of on-site and off-site workshops. Teachers and para-professionals are encouraged to register for professional development opportunities off-site. In addition, teachers and para-professionals receive PD through our Monday PD time after school. During this time, teachers have covered topics such as backwards planning, differentiated instruction, team teaching, opinion writing, crafting text-dependent questions, and reviewing data to make it actionable. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). During this time, the teachers meet in teacher teams with the support of the literacy and math coach to plan instruction, review data, craft performance tasks, and reflect on the unit.

Teacher Teams are also allotted time to meet together twice per week. During this time, the teams are provided with support by the literacy coach and math facilitator, and/or consultants, to provide them with resources as they plan and revise units of study and use data as a rationale for their instructional decision-making.

In addition, we have hired ELA (Generation Ready) and Math consultants (Metamorphosis Math) to support teachers in shared reading, guided reading, and math planning. The consultants meet with grade teams twice per month. The consultants primarily use a cycle of plan-teach/co-teach-debrief for a 2.5 hour long session. During this time, periods are scheduled so classrooms are provided with coverage so that teachers can participate in the PD. The teachers plan with the consultant, try out the lesson with the support of the consultant, and then debrief on the lesson delivery and what revisions need to be made the following time.

Furthermore, paras are being trained by our IEP teacher on guided reading practices so that they may support student groups in the classrooms.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

## 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.).

To help make the transition, parents and future kindergarten students are invited to participate in a summer orientation program. During that time, parents and students are invited into the building to see the classrooms of the children, meet the teachers, ask questions, and to learn about policies and procedures of the school. In addition, parents are invited to meet one-on-one with staff throughout the remaining portion of the summer by providing us with their most convenient contact information. Students are provided with a school uniform.

Parents are provided with PD from the beginning of the year so that they may learn about the New York State Common Core Learning Standards. Topics covered include Reading Standards, Writing Standards, Math Standards, Handwriting Workshop, Motivating Students to Learn. In addition, we have hired a Parent Coordinator and Community Assistant to support parents in navigating the elementary school system. Parents of Kindergarten students have been actively recruited through phone calls, flyers, and invitations to participate in events. A kindergarten luncheon for families of Kinder students is scheduled in December to address the needs of parents in navigating the system.

### 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.

Teachers are an integral part of the assessment review process. Teachers collect data through writing baseline assessments, math assessments, reading assessments, and formative assessments in the classroom. Teachers review data as part of their teacher teams. They make decisions about the data by reviewing the information, broken down by subgroups to decide what next steps need to be taken in their classrooms, as well as adaptations that need to be made in the unit plans.

Teachers voices are heard to help in making assessment related decisions. At the end of the year, we had a meeting with a teacher committee to assess the number of DRA reading assessments conducted throughout the year. They informed that the information collected 6 times a year was excessive. They recommended that students be assessed in Reading through the DRA 4 times per year. This would allow teachers to address topics on a deeper level.

Professional development around the review of data and making it actionable is visible in our Monday PD sessions with teachers and para professionals. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). Teachers are provided time with their Teacher Teams to review data and make plans on how this will impact units of study and how they might use this data to make decisions about how to support students.

In addition, a teacher MOSL selection committee made recommendations on the types of assessments that we would link teachers in the school to for the MOSL.

### 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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$205,011	x	SIG proposal Budget Plan, page 7-9; & SIG plan page 16.
Title I School Improvement 1003(a)	Federal	\$333,250	x	SIG proposal Budget Plan, page 7-9; & SIG plan page 4, 8.
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$3,013	x	
Title III, Immigrant	Federal	\$11,200	x	SIG proposal Budget Plan, page 7-9; & SIG plan page 12.
Tax Levy (FSF)	Local	\$1,884,113	x	SIG proposal Budget Plan, page 7-9; & SIG plan page 16.

**<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 7: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Lucero Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Lucero Elementary School will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC) Template

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

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

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

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

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

## Part I: School ELL Profile

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

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>311</b>
School Name <b>Lucero Elementary School</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>Kattia Cuba</b>	Assistant Principal <b>N/A</b>
Coach <b>Janet Allen</b>	Coach
ESL Teacher <b>Kyeyeon Park</b>	Guidance Counselor <b>Angela Cooper</b>
Teacher/Subject Area <b>Nicole Rosado</b>	Parent <b>Jazmine Henriquez</b>
Teacher/Subject Area <b>Tien Caceres</b>	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>153</b>	Total number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>58.06%</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English

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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	2	1											4
<b>Freestanding ESL</b>														
Push-In	1		1											2
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>									

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	77	0	16	0	0	0	0	0	0	77
<b>ESL</b>	13	0	2	0	0	0	0	0	0	13

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>90</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	26	22	34	22	28	23													88	67
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>26</b>	<b>22</b>	<b>34</b>	<b>22</b>	<b>28</b>	<b>23</b>	<b>0</b>	<b>88</b>	<b>67</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): <u>24</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>7</u>	Asian: <u>0</u>	Hispanic/Latino: <u>59</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>1</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10		3											13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>14</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)	21	1	12											34
Intermediate(I)	1	18	15											34
Advanced (A)	6	15	1											22
Total	28	34	28	0	0	0	0	0	0	0	0	0	0	90

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	21	22	25										

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	1	12	3										
	A	6	0	0										
	P	4	2	0										
READING/ WRITING	B	22	34	28										
	I	0	0	0										
	A	6	0	0										
	P	4	2	0										

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We have collected data through DRA Reading Assessments in English and Spanish, Baseline Writing Assessments, Estrellita Phonics (Spanish) and Foundations Phonics (English) to assess the early literacy skills of our ELLs. In addition, we are assessing students' end of unit writing pieces. In Reading, 90% of students are performing on Level 1. In Writing, 98% of students are performing on Level 1,

and 2% are performing at a Level 2. As we have just received our Core Curriculum materials (last week of October) and have recently been selected to participate in the Estrellita program (and received materials the last week of October), we are in the midst of assessing our students early literacy skills. Once we complete our diagnostic data collection, we will be able to group students and target students depending on where they are in their knowledge of phonics and phonemic awareness. Both the Estrellita and Foundations programs help teachers in grouping students and tailoring instruction according to proficiency levels.

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

LAB-R and NYSESLAT data reveal that 73% of Kindergarten students are performing at a Beginner Level, 2% of 1<sup>st</sup> graders are performing at a beginner level, and 43% are performing at a beginner level. This indicates that there is a high need for beginning ESL support in regards to literacy that will need to occur in Grade K for students to move into the Intermediate proficiency level at the end of the year. This means that the teachers who teach in the English portion of the 80:20 Dual Language program need to provide students with a great deal of supports so that they can acquire language skills. The data show that in Grade 1, 53% of students are at an Intermediate level and 54% are intermediate in Grade 2. This means that we will have to provide students with various opportunities and rubrics to develop their writing in English to gain proficiency in the language. In Grade K there are 23%, in Grade 1 there are 44%, and in Grade 2 there are 4% of students performing at an Advanced proficiency level.

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

Patterns across NYSESLAT modalities will affect instructional decisions, as they will inform of the areas that need development according to student, grade, and school. By looking at the data, we understand where instructional efforts must be focused upon. Examination of the modality aggregate reveals that for speaking and listening in Gr K, 73% of tested students (19 out of 26) tested as beginners. 3% of Gr K students tested as intermediate (1 out of 26). 18% of Gr K students tested as Advanced (6 out of 26). In Grade 1, 65% of students tested as beginners (22 of 34). 34% of Gr1 students tested as Intermediates (12 of 34). In Gr 2 89% tested students (25 out of 28) tested as beginners. 11% of Grade 2 students tested as intermediates (3 out of 28). No students tested as advanced in this modality in Grade 1 and 2. These results indicate that the majority of ELLs tested in Speaking and Listening 75% (66 out of 88) are scoring as beginners and will need increased support in English language development, through a balanced literacy format of instruction.

In Reading and Writing, 77% of students (20 out of 26) tested as beginners. There were none who scored as intermediate. 23% of students tested as advanced (6 out of 26). In Grade 1 and Grade 2 100% of ELLs tested were beginners. The results show 93% of ELLs tested in Reading and Writing performing at beginning levels. Structured supports, reader's workshop, writer's workshop, language arts instruction (phonics, vocabulary building), guided reading, RtI, and ESL services will be key in improving student progress.

PS 311 uses information from the AMAO to understand if students have made progress. Since we are a new school, we are using the data provided from the previous school each of our students attended, as well as LAB-R data. As a school-wide community we have looked at ELL data in relation to the AMAO and will meet in December to set school-wide goals for meeting the AMAO.

4. For each program, answer the following:

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

A. As we are a new K-2 school, data collected thus far is limited to eight weeks of instruction. We have collected data through DRA Reading Assessments in English and Spanish, Baseline Writing Assessments, Math baseline assessments, and MoSL data thus far. In addition, we are assessing students' end of unit writing pieces. Thus far, the overwhelming majority of students are performing at a Level 1 in both math and ELA in both languages. In Reading, 90% of students are performing on Level 1. In Writing, 98% of students are performing on Level 1, and 2% are performing at a Level 2. In Math, 87% are performing at Level 1 and 13% are performing at a Level 2. The native language is used in math. We translated math MoSL assessments, as Discovery Math does not provide a translated version of their exams. We used the NYCDOE Math Glossary handbook to carefully translate math terminology with accuracy. In addition, we translate NYC performance tasks for end of unit writing assessments to differentiate and to gather data on how students are performing in Spanish. In addition, the DRA reading assessment is conducted in both English and Spanish.

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](#).)

PS 311 uses data to guide instruction for ELLs within the Response to Intervention Framework. In Grade K, students are diagnostically

assessed on their Concepts about Print. If students score a total of 41 points, it is determined that the student is able to be assessed in reading using the DRA2 Kit. Students assessed through the DRA2 kit are asked to read while the teacher takes a running record. Comprehension is assessed through a set of questions students must answer. The data allows us to group students according to reading levels and understanding of reading skills and concepts (predicting, summarizing, vocabulary, setting). Students are grouped according to levels. If the student's reading level is one level below grade level, an RtI group (Tier II) will be formed for six weeks to focus in on an area of need gleaned through data. If the children are performing two levels below grade level the children will be grouped in a smaller group or one-to-one with a teacher. The reason we must group the students performing in Level 1 is because of the high concentration of Level 1 students. Some students who require one-on-one, Tier III support will work with the Reading Recovery teacher. Others will have one-on-one time during a period designated with the AIS teacher. RtI groups are and will be formed every six weeks for Math and for Literacy. Teachers will keep logs detailing the focus for the group, participants in the group, expected outcome, and strategies that will be used. At the end of the six week period, teachers will determine if the student will need to remain in the group, move to another group where additional support is needed (Tier II or III), or can function within a Tier I group. Every six weeks the cycle begins again.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
As the majority of our classrooms are Dual Language classrooms, it is of vital importance that our students second language development is considered in instructional decisions. First, instruction is tailored to address both languages--important to the 2<sup>nd</sup> language acquisition of ELLs and EPs. We follow a "roller-coaster" approach to learning, which means that we focus on one language every other day. For example, on Monday, all instruction is taught in English (in Grades 1 and 2) and in Spanish on Tuesday, and so forth. In the Grade K Dual Language classroom, the second language is developed through Science and Social Studies (for Spanish speakers learning English) and ELA and Math is taught in Spanish (for English speakers learning Spanish). this way, both groups of students are afforded opportunities to develop the second language. In addition, the second language is supported through the use of instructional materials in the target language. Classroom libraries are equally balanced between books in English and books in Spanish. charts on the walls provide students with sentence starters/sentence stems in the target language to support language acquisition, and learners are assessed in both languages through the use of diagnostic and formative assessments.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

A. English-proficient students in Dual Language classes are assessed for reading through DRA conducted in both the first and target language, NYC Performance Tasks in writing administered in the target language, and math assessments that are conducted in the target language. These assessments are conducted periodically 3 times per year (Fall, Winter, and Spring) and 2 times in between Fall-Winter and Winter-Spring for students who are performing at level 1 or 2, this way we are able to more closely monitor progress and make instructional decisions. In addition, student reading, writing, and math in the target language are assessed formatively through rubrics and checklists provided for writing assignments, end of unit tests, and through conference notes.

B. According to the data, 91% of EP students in grades K-2 are performing on a Level 1 and 9% are performing at a Level 2 in reading in the target language, according to the DRA (Spanish) and NYC Performance Task data.

C. As we are a new school serving K-2 students in Year 1, this data is not yet available.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success will be evaluated by whether our school meets AYP for our ELLs, growth by at least 1.5 years in reading (as demonstrated on the DRA assessment), and growth from at least one performance level on Writing and Math (as determined through a comparison of pre and post assessments. For Dual Language classrooms in Grades 1 and 2, the success includes the same criteria in the target language.

## 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](#).)

Following are the steps in the initial identification of ELLs:

The initial process in the identification of an English Language Learner (ELL) at PS 311 is the completion of the Home Language Identification Survey (HLIS) by the parent of a newly admitted student to a school in the New York City Department of Education, administered by the ELL Coordinator/ESL Teacher, Kyeyeon Park. The Pupil Accounting Secretary will conduct the initial screening which is to determine if the child is a transfer or new admit to the NYC public schools.

If the student is a new admit, the Pupil Accounting Secretary will notify our ESL teacher, as a licensed and trained pedagogue in ESL, to administer the HLIS to the parent. Since the predominant languages of families enrolled at PS 311 is English and Spanish, the HLIS is readily available for use. If the parent speaks another language than in print by the DOE, translation and interpretation services for parents may be acquired through the Translation and Interpretation Unit of the DOE. The HLIS is completed with the parent, along with a brief informal interview of the child to confirm parent responses on the HLIS.

If the parent indicates that the home language is English, and it is determined that the student's only language is English, the identification process stops. If it is determined that the home language is one other than English, then the process will continue which means that the HLIS and a brief informal interview to ensure that there is an alignment between language information provided on the HLIS and the dominant spoken language at home. If it is determined that the student speaks little, or no English, then the LAB-R will be administered to the student. Administration of the LAB-R must take place within 10 days of student enrollment. In the meantime, until it can be determined to which placement the student belongs, the default instructional placement is the Dual Language class or classroom with ESL services, depending on what the parent chooses.

Our school makes every effort to assess a student on his initial date of enrollment. The results on the language proficiency test will determine placement. If the student scores at or above proficiency, it is determined that the student is not an ELL. If the student scores at or below DOE cut scores, the student is entitled to ELL servicing. The assessment used to assess a Spanish speaking ELL is the Spanish LAB. The LAB-R assessment determines an ELL student's entitlement. Accordingly, if a student scores at or below proficiency, he is identified as an ELL. The assessment is hand scored by the ESL teacher, and submitted to the regional assessment office on scheduled dates for LAB test submission. The student is placed in an ELL setting within 10 days. Home language information, noted on the HLIS, is recorded on ATS by the Pupil Accounting Secretary.

If it is determined by the Pupil Accounting Secretary that the student is a transfer from another school, upon which an OSIS would exist in ATS, this would allow her to generate a RHSP (Student Historical Profile Report.) The RHSP provides crucial information in the identification of an ELL student previously enrolled in a NYC public school. Our school is able to ascertain an enrollment history which lists previous schools that the child was enrolled. Exam history is indicated, within which results of the NYSESLAT and LAB/LAB-R would be reported. Most important is history on the BESIS which indicates if the student is an ELL receiving ESL or Dual Language Class services. All the while, cross-checking home language information to confirm ELL or non-ELL status. If it is determined that the student is an ELL from a school system other than the NYCDOE, the ESL teachers will contact the sending school to obtain a copy of NYSESLAT history.

Whether the student is placed in a dual language class, or in a monolingual class with free-standing ESL program support, based on parent choice, the student has been ELL identified. This allows the administration to ensure ELL services for the student according to language needs that are derived from LAB, LAB-R, or NYSESLAT performance.

The ELL Coordinator/ESL Teacher who supervises all processes for ELLs ensures that all ELL identified students are scheduled to take the NYSESLAT exam, offered in four subtests designed to measure language modalities of reading, writing, listening, and speaking. The exam is administered throughout the spring assessment window to ensure that students who are not present for portions of the exam complete the sequence of testing. Teachers of ELL students are provided with NYSESLAT results as soon as they become available in late summer/early fall, when the administration is able to access the data. The use of data ensures the alignment between student needs and instructional practice.

Students' ELL status is evaluated based on levels of acquired proficiency. The data is further studied to examine trends in growth pattern, and language modality of greatest need. The ELL Coordinator will inform facilitate a group analysis of the data, as well.

ELLs are assessed annually on the NYSESLAT exam, which evaluates student performance and progress on four language modalities: listening, speaking, reading, and writing. As soon as results become available, data and trends, thereof are studied by both the Literacy Coach/Data Specialist, and ELL Coordinator. The RLAT is generated from ATS. Attachment F of the NYS "NYSESLAT Scales Score Ranges for Determining English Proficiency" is used to equate raw to scale scores. The ELL coordinator will produce individual class reports to distribute and review NYSESLAT results with teachers.

NYSESLAT data is examined on many different levels. The number of students who have gained English language proficiency is the first level of study. This information will be important in the placement of the former ELL student in his/her new class since NYSESLAT results are released in late summer before the new academic year begins. Parents will be notified via a discontinuance of service letter, but students are still entitled to ELL support up to two years after having received the proficiency rating. NYSESLAT data is also reviewed for overall ELL identified-status according to the data which would place students at beginner, intermediate, or advanced levels. This information is crucial to the servicing of the ELL as related to required number of minutes of instruction. Scheduling students in the free-standing ESL program is dependent on this information. A further examination of how students fare within each language modality will be looked at to determine if programmatic changes must be modified by the administration. For example, if the data shows that a cross section of students have fared poorly in writing achievement, then it may become necessary for a shift in focus to writing instruction that is supported by the professional development of teachers, and purchase of materials to achieve this goal.

The data will be further disaggregated to tell more. Students' NYSESLAT data is examined for trends in progress through the years of NYSESLAT test taking. If a lack of progress, or a regression of language attainment based on test results exists, then a closer look at who this student is will be taken. The student's attendance taken into consideration, including any familial, social, or emotional factors that may impact student performance. Teacher effectiveness will be taken into consideration, as well as the presence of learning impediments that may cause the student to demonstrate a ceiling in language achievement. The data is communicated with the teacher and parent, and as appropriate, with the student who will understand where his learning focus needs to be.

The person responsible to ensure that all who are eligible to take the spring NYSESLAT exam and ensures that the assessment is administered will be the ELL Coordinator. All components of the NYSESLAT will be administered to students within the window of testing according to the NYCDOE announced dates. Students who are absent for portions of the exam are picked up for testing within the make-up periods. It is ensured that all teachers are familiar with the testing process, and have the appropriate materials, such as a DVD player to use for the listening portion at specific grades. The ELL Coordinator is also responsible for ensuring that continuance and discontinuance letters are distributed to parents. The RLAT is used to determine student eligibility, the RLER to ensure that the LAB is rightly administered, and the RHSP with exam and BESIS history to confirm and ensure that all indicators are aligned.

The parents were also given the information about the three choices they have available: Transitional Bilingual, Dual Language program, and ESL and filled out the Language Selection Form. Though we offer Dual Language and ESL services, parents are informed of all three programs so that they can make an informed selection. If we do not have enough students enrolled for transitional bilingual (at least 15 students in contiguous grades), the Principal will email the DOE to inform of the parent choice. If there are less than 15 students in 2 contiguous grades, then the parent will receive options for selecting a school that offers a transitional bilingual program. Parents will be assisted in contacting school with the support of the ELL Coordinator and the Community Worker, Ana Pena.

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.

As soon as parents enroll a child and the Home Language Survey identifies the student's home language other than English, parents are offered an opportunity to watch the Parent Orientation video provided digitally through the DOE website. If parents are unable to stay, an appointment is made with the parent so that they can view the video. If parents miss their appointment, the Community Worker, Ana Pena, reaches out to parents and asks them to come in as soon as she reaches them by phone. Since we have several Smart Boards, the auditorium, iPads, and laptops, our school is prepared to present the video to parents immediately. In addition, videos were presented to parents who are unable to meet during scheduled appointments during school-wide events such as: Parent Orientation (August 2013), Open School Night (October 2013), Parent-Teacher Conference Day (November 2013).

Our ESL licensed, ELL Coordinator presents the video to the parents. The ESL teacher is involved in screening and identification of ELL students. She is familiar with parent orientation procedures and is able to respond to parents' questions in regard to ELL identification and placement.

Parent Orientations to watch the video are scheduled at many other times that will be noted below. Orientations are scheduled at numerous other times during the academic year, scheduled in relation to required compliance. The ELL teacher provides a brief introduction to the session in two languages, English and Spanish, the predominant languages of the school. The teacher will select the video to view in the language of the audience to begin the Chancellor's message to parents on ELL instructional placement. If a parent's home language is other than Spanish, the school will arrange to meet with this parent to view the parent video in one of the other DOE provided languages. If the home language is other than a DOE provided language, the Translation and Interpretation office may be contacted to assist the school and parent.

After the video, parents who have questions will direct them to the teacher, who will respond to questions objectively, leaving parent choice options about bilingual programs to the parent. The informed choice between transitional bilingual, dual language, or free-standing ESL program will be made by the parent. Parents will complete the Parent Survey, and upon careful, informed decision making, the Program Selection Form.

In regard to the timeline and frequency for this process, in September when new school enrollment is at its peak, several Parent Orientation Meetings are held. Morning and afternoon sessions are scheduled, as well as one during Open School Night. These meetings are scheduled intermittently throughout the school year. Large group Parent Orientation Meetings are also scheduled during afternoon and evening parent conferences. Frequency will be based on the number of parents who must go through this process. The ESL teacher will also meet with parents during the registration process, following administration of the LAB-R, when it will be determined if the student is an ELL. During this one-to-one meeting, the video will be displayed on a laptop with the same procedure for Parent Survey and Program Selection Form completion, if this is the case.

Continued outreach is made to families who do not respond to the initial letter of invitation to the Parent Orientation Meeting. Multiple letters will be sent with the child, via mail, and calls made by our Community Worker. Teachers and the ESL teacher will also attempt to make contact with the parent at morning line-up, and dismissal. In the end, the default placement is the Dual Language Program should home contact not be made.

Parents who select the Transitional Bilingual model are provided with a list of schools that offer the program since PS 311 does not offer this program of choice. Parents are informed that PS 311 offers only the Dual Language, and free-standing ESL program. A list of parents who select Transitional Bilingual programs will be maintained. In addition, running list of parents who request Dual Language programs in languages other than Spanish is maintained. If 15 or more students in two contiguous grades request a transitional bilingual program not currently offered by our school, then a new class in the new language will be formed. The process described above is an ongoing one throughout the school year, occurring as newly admitted students to the New York City public school system are received.

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

The Principal is responsible for supervising ELL programs and services, in compliance with LAP procedures, with the support of the ELL Coordinator. The ELL Coordinator ensures that entitlement letters are completed and distributed to students who require them. Continuation of entitlement letters are distributed to students who have taken the previous spring's NYSESLAT exam, and who have not scored at the level of proficiency. Entitlement letters for students deemed eligible according to the LAB-R are also distributed to students based on LAB cut scores that are announced each fall by the citywide assessment division. Records of these documents are maintained in a binder and are secured in the Principal's office. A record of sign in sheets of parents who participated in the Parent Orientation is kept as well. Students' homeroom teachers are informed of the process and assist to facilitate face-to-face meetings with parents. Students are placed in the default program of choice, as stipulated by CR 154, if a form is not received from the parent. The school has initiated the process of digital scanning of these documents to an electronic file through the initial purchase of a scanning machine. An effort is made to maintain a paper and electronic file of ELL documentation.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Criteria used to place a student in a Dual Language or free-standing ESL program is based on assessment. The Home Language Survey provides the initial information, as well as information gained through the informal interview as the parent and child respond to different questions selected from a menu of questions posed by the ESL teacher. Assessment results on the LAB, LAB-R, and NYSESLAT provide information based on benchmarks for each test. Once placement has been established, the school secretary ensures that ATS data is aligned with class placement. Trends in data are identified, to be addressed through supervisory, instructional, and programmatic planning for ELL servicing.

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.

As PS 311 is a new school servicing K-2 students in Year 1, we have not yet administered a NYSESLAT exam. This Spring will be our first time administering the NYSESLAT exam to our students. To coordinate administration of the exam, our ELL Coordinator, who also serves as our testing coordinator, has worked alongside the Principal to order NYSESLAT exams for our students in grades K-2. In the Spring, our plan is to have our ELL Coordinator facilitate a training session for administering the exam to our 2 out of the classroom specialists so that they can assist with administering the Speaking portion of the exam. The remaining listening, reading, and writing sections will be administered by the classroom teacher with a proctor in the class. The ELL Coordinator will also provide a PD to classroom teachers so that they understand administration protocols. In addition, all classrooms are equipped with laptops and speakers, enabling the administration of the listening portion.

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. 

As PS 311 is a new school servicing K-2 students in Year 1, we have only begun collecting Program Selection and Parent Survey forms this year. Below is the information collected thus far:

In Kindergarten, 69% of parents selected Dual Language and 31% selected ESL programming. In Grade 1, 100% of parents selected Dual Language programming. In Grade 2, 89% of parents selected Dual Language and 11% selected ESL programming. None of the parents who have surveyed thus far has selected Transitional Bilingual. The predicted reason for this trend is that in the Spring when we were promoting our new school to the community, parents had the option of selecting PS 311, with a focus on Dual Language, or the other new school on campus, focusing on Transitional Bilingual programming.

In addition, when the ELL coordinator interviewed parents about their selection, many parents noted that they chose Dual Language because they wanted their children to maintain their native language.

The students whose parents request a bilingual or a dual language program will be sent to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). Also, we maintain a record of those students whose parents requested bilingual programs. Parents were informed that if there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

## 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])?

A. Dual Language classrooms are organized to reflect best practices in this model as closely aligned to the research as we can provide. In Grade K, 80% of instruction will be conducted in Spanish (Literacy and Math) and 20% of instructional time will be conducted in English (Social Studies, Science, Art, and Gym). Our Kindergarten class is staffed by a Bilingually Certified teacher who provides ELA and Math instruction in Spanish. Research indicates that the most effective approach for launching a Dual Language program in the primary grades is a 90/10 or 80/20 approach. According to the research, more time developing the partner language and culture allow both English- and Spanish dominant students to have higher Spanish proficiency outcomes at the end of the program than students who begin a Dual Language program that initiates with a 50/50 approach, with no detriment to English development in the long run. In addition, learning to decode text is facilitated through Spanish because of transparent orthography (a consistent correspondence between pronunciation and spelling). In Grade 1 and 2, 50% of instruction is provided in English and 50% is provided in Spanish (50/50 approach). All subjects are taught in both languages utilizing a side-by-side approach whereupon all subjects are taught in one language on one day, in the other language on the next day, and so forth. For example, on one day all subject areas will be delivered in English. On the next day, all subject areas will be conducted in Spanish. One of our 1<sup>st</sup> grade classes follows a self-contained model where the teacher speaks in Spanish on one day and in English on the next day. The other 1<sup>st</sup> Grade and 2<sup>nd</sup> Grade class are served by two teachers—though both teachers speak and provide instruction in both languages, one of the teachers in each of those two classes is a Special Education Teacher with a Bilingual Extension. Thus, the model of these two classrooms is a Dual Language ICT.

This year, due to School Improvement Grant funding, we are able to departmentalize Science and Social Studies so that teachers can spend adequate time concentrating on deepening their focus of instruction. In Kindergarten, the students receive Science and Social Studies in English through another teacher 4 times per week. The Science and Social Studies teacher focuses instruction in Science for one week and concentrates in Social Studies the following week. In Grades 1 and 2, Science and Social Studies are taught by one teacher 5 times per week. The teacher follows the roller-coaster model, whereby the language of instruction changes every other day.

In Freestanding ESL, we subscribe to the push-in model. The ESL Teacher supports Kindergarten and 2<sup>nd</sup> grade students whose parents selected ESL programming. A push-in ESL model allows for greater collaboration between the classroom teacher and ESL teacher. By working together, the ESL teacher can tailor lessons that support the work conducted in class. This way, the student does not miss instruction by being pulled away from the classroom. In addition, the lesson is differentiated by the ESL teacher so that the student can have multiple entry points into the content and so that English proficiency is developed in context.

B. Program models are instructionally heterogeneous in Dual Language and ESL programs. Students travel together to cluster periods (Science, Social Studies, Art, and Gym) in a block. Within each group of students in Dual Language and ESL, proficiency levels on the NYSESLAT, LAB, or LAB-R vary. The ESL teacher provides support to ESL students so that they receive the required minutes of instruction. In this way, students are grouped to ensure minutes are met. Beginner and intermediate students are grouped to receive 360 minutes of weekly instruction. Advanced students are grouped similarly for 180 minutes of instruction. Within small group instruction, students may be groups homogeneously to attend to specific reading levels or by type of instruction need.
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)?

Our school's Dual Language models allow for the mandated instructional minutes for ELLs to be met. Kindergarten Dual Language uses 80:20 model where the classroom teacher teaches in Spanish 80% of the time. Students in Kindergarten receive English instruction 20% of the time through our Cluster teachers (Gym, Art, Social Studies and Science) for a total of 360 minutes. First Grade and Second Grade uses the 50:50 model. One day the classroom teacher(s) teaches in English and the following day teaches in Spanish.

ELLs who receive ESL services are provided 360 minutes per week for Beginning and Intermediate students and 180 minutes per week for Advanced students. All ESL instruction is conducted through our ESL Teacher, Kyeyon Park. ESL is offered through a push-in model whereby the ESL teacher pulls a group of ESL students to provide ESL instruction and supporting acquisition of standards.

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 the 80:20 Kindergarten Dual Language program, students receive Social Studies, Science, Art, and Gym instruction in English. They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster teacher. Students receive Art twice a week and gym once per week.

In the 50:50 Grade 1 and 2 Dual Language classrooms, students receive Social Studies, Science, Art and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive Science and Social Studies five times per week (alternating weeks focusing on one content area). Since our Grade 1 and 2 Dual Language programs follow a "roller-coaster" schedule--Spanish every other day--the Science and Social Studies teacher changes language of instruction accordingly. Students receive art and gym instruction 1-2 times per week in English.

Students in ESL programs receive all content area instruction in English.

Teachers use various approaches to ensure that content is made comprehensible to foster language development and to meet the needs of the Common Core standards. Teachers use sheltered instruction approaches to provide students with scaffolding so that they can understand the concepts and instruction. Some of these include, but are not limited to: Total Physical Response, realia, support in the native language through peer support. In addition, teachers provide students with sentence starters, charts with visual supports, grouping, and instruction through the use of technology.

Teachers collaborate in grade level and school-wide teams to develop our Literacy instruction. Though we have opted-in to the Ready Gen Core Curriculum, we have supplemented our Literacy with independent reading, craft writing, read-alouds, close reading, writing about reading, and Foundations for developing phonemic awareness in English. We have created a wikispace for our Literacy program so that we can re-shape the curriculum to meet the needs of our students and to provide teachers with pacing for how the curriculum will be implemented. Teachers also work alongside our Literacy Coach to develop Pre and Post performance tasks in reading and writing that are aligned to the Common Core standards. In addition, we opted into a pilot program for Estrellita, a phonics instructional program to support learning in Spanish.

In addition, we applied and received a grant to implement Reading Recovery in our school over the next three years. Our ESL teacher/ELL Coordinator provides Reading Recovery to ELL students selected for the pilot year of the program. Using Reading Recovery strategies learned through training at New York University, students meet with the teacher daily for 30 minutes.

In order to support ELLs and all students in attaining the Common Core standards, we have also applied funding towards a Math Coach. Mr. Rob Irwin provides our staff with support in supplementing Go Math, as we opted-in to the city's Math core Curriculum program. In addition, he works with teachers to develop and implement math performance tasks, model lessons aligned to Common Core, and to provide professional development to teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs in Dual Language programs are evaluated in their native language throughout the year. Assessments are administered in both languages. NYC Performance Tasks, Math Performance Tasks, end of unit exams, formative assessments, and diagnostic assessments are all offered in both languages throughout the year.

The DRA reading assessment is conducted 3 times per year (with 2 additional assessments throughout the year for students reading at Level 1 and 2) in both languages. Through this assessment, teachers are able to determine if reading gaps in English are language based or reading based.

To support ongoing collection of data, cluster teachers are charged with collecting the information and providing data to teachers. This way, little instructional time is lost.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher assesses students informally through the collection of observational and conference notes. She assesses students in all four modalities through her instruction. In addition, classroom teachers use rubrics in ELA and Math that support data collection for the four modalities. Teachers also use information collected to assess students through the use of report cards.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. As a new school servicing students in grades K-2 in Year 1, we do not have students identified as SIFE.

B. ELLs whose parents elected to receive ESL services are provided 360 minutes per week for Beginning and Intermediate students and 180 minutes per week for Advanced students. All ESL instruction is conducted through our ESL Teacher, Kyeyon Park. ESL is offered through a push-in model whereby the ESL teacher pulls a group of ESL students to provide ESL instruction and supporting acquisition of standards. ELLs in Grade Kindergarten Dual Language Programs receive instruction in the native language 80% of the time and 20% of the time in the target language (English). ELLs in Grade 1 and 2 Dual Language programs receive instruction in the native language 50% of the time and 50% of the time in the target language (English).

The administration, ESL teacher, classroom and Cluster teachers, and the rest of the school community are all involved in supporting the newcomer. Transitioning the newcomer into American culture with influences of the student's native culture is taken on by all those named above.

As for academic support, Estrellita as described above, serves to build native language literacy skills. Teachers will differentiate for students across the English language spectrum. Buddy students are assigned to familiarize students with their new environment. Teacher of ELLs can also use NYSESLAT data which tells which language modality needs to be addressed in order to meet proficiency. All students are mandated to participate in extended day. In addition, Grade 1 and 2 students are offered an additional 35 minutes of instructional time through an after-school program lasting the entire year.

C. As a new school servicing students in grades K-2 in Year 1, we do not have ELL students receiving service 4 to 6 years.

D. As a new school servicing students in grades K-2 in Year 1, we do not have long-term ELLs enrolled at our school.

E. As a new school servicing students in grades K-2 in Year 1, we do not have any former ELLs enrolled at our school.

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

Teachers use various approaches to ensure that content is made comprehensible to foster language development and to meet the needs of the Common Core standards. Teachers use sheltered instruction approaches to provide students with scaffolding so that they can understand the concepts and instruction. Some of these include, but are not limited to: Total Physical Response, realia, support in the native language through peer support. In addition, teachers provide students with sentence starters, charts with visual supports, grouping, and instruction through the use of technology.

Teachers collaborate in grade level and school-wide teams to develop our Literacy instruction. Though we have opted-in to the Ready Gen Core Curriculum, we have supplemented our Literacy with independent reading, craft writing, read-alouds, close reading, writing about reading, and Foundations for developing phonemic awareness in English. We have created a wikispace for our Literacy program so that we can re-shape the curriculum to meet the needs of our students and to provide teachers with pacing for how the curriculum will be implemented. Teachers also work alongside our Literacy Coach to develop Pre and Post performance tasks in reading and writing that are aligned to the Common Core standards. In addition, we opted into a pilot program for Estrellita, a phonics instructional program to support learning in Spanish.

In addition, we applied and received a grant to implement Reading Recovery in our school over the next three years. Our ESL teacher/ELL Coordinator provides Reading Recovery to ELL students selected for the pilot year of the program. Using Reading Recovery strategies learned through training at New York University, students meet with the teacher daily for 30 minutes.

In order to support ELLs and all students in attaining the Common Core standards, we have also applied funding towards a Math Coach. Mr. Rob Irwin provides our staff with support in supplementing Go Math, as we opted-in to the city's Math core Curriculum program. In addition, he works with teachers to develop and implement math performance tasks, model lessons aligned to Common Core, and to provide professional development to teachers.

In addition to the strategies and programs used for ELLs in Dual Language and ESL programs, supports for ELL-SWDs include support through SETSS services, at-risk support services, AIS in ELA and Math, Extended Day, and an additional 35 minutes of instruction after school on Tuesdays, Wednesdays, and Thursdays.

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?

Since we are a new, small K-2 school in Year 1 we are able to offer our ELL-SWDs various opportunities in curricular, instructional, and scheduling to enable them to achieve their IEP goals and attain English proficiency within the least restrictive environment.

ELL-SWDs in K-2 receive SETSS in English or Spanish, according to what is noted in their IEPs. Students who were formally in 12:1:1 or 12:1 classrooms in the phase out school have been offered alternative support through a combination of Integrated Co-teaching classrooms and SETSS. In addition, we have hired a paraprofessional in Grade 1 and Grade 2 to support students who come from 12:1:1 and 12:1 settings, formally. SETSS providers push in to classes and collaborate with the classroom teacher to differentiate instruction for the students.

**Courses Taught in Languages Other than English **

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

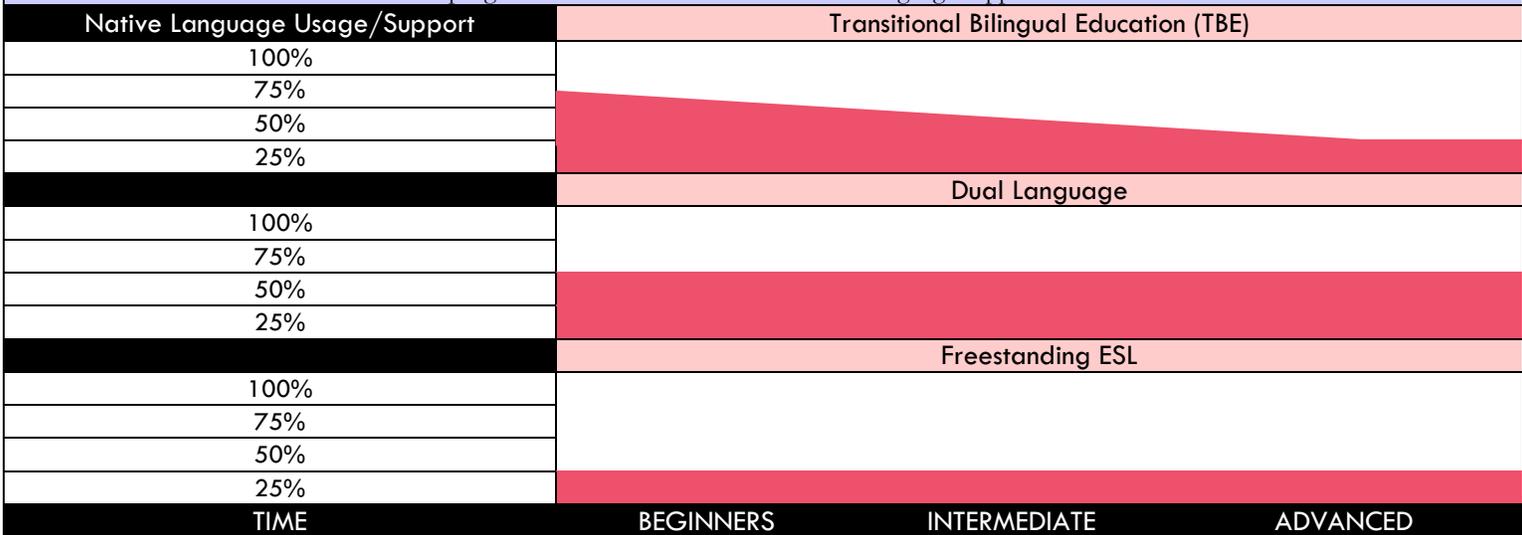
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.

We have the following targeted intervention programs for ELLs in ELA and Math:

**Reading Recovery:** The Reading Recovery teacher, who is also the ESL Teacher, provides ELL students who are reading at a level 1 with services. She is training through New York University and learning about reading recovery strategies to support ELLs. There are four 1st grade ELLs in Phase I of the program. This program is offered in English.

**Response to Intervention (Rtl):** Rtl is offered to ELLs performing at Level 1 and Level 2 through small group and 1 to 1 instruction within the classroom on a daily basis. Teachers take a group of 5 students in the classroom for 20 minutes intervals to focus on Guided Reading five days a week. The focus is on students who are reading in at least a level 2 (DRA) or above. This program is offered in both English and Spanish, depending on the native language of the student. ESL Students receive instruction in English.

**Extended Day:** Extended Day is embedded within the school day, 50 minutes on Tuesdays, Wednesdays, and Thursdays for Grades 1 and 2. Teachers push in to the class to work on ELA two days a week and on math 3 days per week. Offered in both languages in Dual Language classrooms, according to the language of the day scheduled. ESL students receive instruction in English. ELLs targeted are students at a Reading, Writing, and Math Level 1 and 2 proficiency.

**Foundations:** This phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms on English language designated days. ESL students receive instruction in Foundations for 30 minutes, daily in English. Though all students are targeted, groups are formed according to proficiency levels in the program.

**Estrellita:** This Spanish phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms in grades K-2 in Spanish on Spanish language designated days. This program targets all students, though it is differentiated by levels.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Research indicates that some of the benefits of a Dual Language program for ELLs and English dominant students include: proficiency in first and second language (English and Spanish), an appreciation of people from different cultures, and outperformance in state exams compared to students in monolingual classrooms. In addition, a Dual Language program provides ELLs with an additive approach to language acquisition. In this way, students' first language is valued, nurtured, and used as a foundation upon which a new language may be learned proficiently. The 21st century world in which our students live in, requires individuals who have strong communication, empathy, and innovation skills. A Dual Language program provides the groundwork for developing these skills in our students, as it provides students with opportunities to bridge cultures, empathize with individuals of diverse backgrounds, and learn various approaches to problem-solve in light of newfound understandings. Through participation in the program, our students will be able to gain the skills necessary for becoming full participants in the social, economic, and political systems of our world.

The instructional infrastructure of Dual Language programs provide greatly increased educational productivity because it offers full rather than partial achievement gap closure at annual costs comparable with existing programs. Traditional programs for English learners provide watered-down instruction in basic English, virtually guaranteeing that the native English speakers will outperform English learners and thus widen the achievement gap over time. English learners need enriched, sustained forms of instruction that allow them to receive support in their first language while learning a second language.

As we are a new school, we are still in the process of accumulating sufficient data that will inform the success of our Dual Language programming. Data that will be collected include DRA Reading Assessment, NYC Performance Tasks, Math Performance Tasks, MoSL data, and data from Estrellita and Foundations phonics programs. Our data collection calendar outlines a Fall, Winter, and Spring collection of data. Our next Winter data collection will help our team to determine efficacy of programs.

11. What new programs or improvements will be considered for the upcoming school year?

In the upcoming year, we are planning to expand our Reading Recovery program to include an additional teacher, funding permitted. This way, we can target additional ELL students who are reading at least two levels below grade level to close the

achievement gap.

12. What programs/services for ELLs will be discontinued and why?

Since we are a new school, it is not anticipated that we will need to discontinue any current services until additional data is collected and reviewed for efficacy.

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

We ensure that there is equity to access for all parents and children. Starting with our parents, we ensure that all material that is sent to the home is available in two languages. Translation and interpretation is available by a range of PS 311 staff. Almost everyone on staff can communicate in Spanish, the dominant language spoken by students and their families.

Parent Orientation and Open school night was presented to students and families in both English and Spanish. In addition, all presentation materials and events are offered in both English and Spanish. Parents feel welcome and informed as a result. We welcome parents' questions and provide information to support their children. In addition, students are offered all services as English proficient students. This includes Extended Day, after-school programming three days per week on Tuesdays, Wednesdays, and Thursdays; and after school programs offered by New Settlement.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All classrooms are equipped with Smartboards, a laptop, and an iPad to use for instruction with students. In addition, we have purchased 55 iPads to use with students through School Improvement Grant funds. Students will learn using applications that we purchase. Additional materials purchased to support students is Reading A-Z, Fountas & Pinnell Leveled Library Kits, Foundations (phonics in English), and Estrellita (phonics in Spanish). Our Science teachers utilize FOSS kits to engage students in science experiments.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided through each Dual Language teacher in the classroom. Native language arts, and instruction in the content areas is delivered in this way. Native language library collections are housed in each Dual Language classroom, in the school's library, and in the Literacy Room. Teachers of students in ESL programs are able to support the native language of their students by borrowing books for their students on an as-needed basis from the Literacy Room.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

As the basis for differentiation, each ELL student receives the required number of minutes of ELL instruction according to LAP guidelines, represented in the preceding charts. Teachers collect and analyze data from NYSESLAT, NYS ELA Performance Tasks, Math Performance Tasks, MoSL, and DRA reading assessments to further differentiate instruction. Additional information taken from classroom observations, conference notes, and other qualitative data is looked at to make decisions that correspond to developmental levels of students according to age and grade. All data is gleaned through the lens of attainment of Common Core Learning Standards.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

For students, there was a pre-enrollment period in the spring that allowed us to promote our new Dual Language based school. Parents were informed about the services that would be provided to all students, the mission and vision, and curricular plans. The DOE supported efforts of new schools in securing preliminary spaces for students who planned to enroll at PS 311. In the Summer, the ELL Coordinator met with parents who pre-registered students to assist them in enrollment.

In August 2013, parents were invited for a celebration to learn about the school, meet newly hired teachers of ELLs, and to receive a free uniform for the school year. Parents were encouraged to become active members of the community and to celebrate the spirit of the school, which includes cultural understanding.

At the start of the first day of school all school personnel, met and greeted children and parents in the school yard. This procedure has continued, as all teachers and the Principal are present at line up and dismissal. Newly enrolled students are paired with a buddy to ensure that the student is welcomed and becomes familiar with the campus, routines, practices, and key staff at the school.

18. What language electives are offered to ELLs?

As we are currently a K-2 school, the electives offered to ELLs constitute being in a Dual Language program where they learn in English or Spanish, rather than an ESL setting where students learn only in English.

19. For schools with dual language programs:

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

A. In the 80:20 Kindergarten Dual Language program, students receive Social Studies, Science, Art, and Gym instruction in English. They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster teacher. Students receive Art twice a week and gym once per week. In the 50:50 Grade 1 and 2 Dual Language classrooms, students receive Social Studies, Science, Art and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive Science and Social Studies five times per week (alternating weeks focusing on one content area). Since our Grade 1 and 2 Dual Language programs follow a "roller-coaster" schedule--Spanish every other day--the Science and Social Studies teacher changes language of instruction accordingly. Students receive art and gym instruction 1-2 times per week in English.

B. English Proficient and English Language Learners are integrated throughout the entire day. Content areas in Science, Social Studies, Physical Education, and Art are taught separately. Language of instruction for content areas in Art and Physical Education is in English across grades. In Grade K, Science and Social Studies instruction is conducted in English. In Grade 1 and 2, Science and Social Studies instruction varies according to the language designated for the day, as we follow a "roller-coaster" model.

C. Language for instruction is divided as noted above in Section A and B.

D. The Dual Language model we use in Grade K is self-contained 80:20. In Grade 1, we have one Dual Language classroom that is self-contained, whereby the teacher changes languages daily (For example, Monday instruction is in English, Tuesday instruction is in Spanish, and so forth.). In addition, we have an ICT, self-contained Dual Language classroom in Grade 1 and 2. Teachers also use the "roller-coaster" model, alternating languages based on the day designated.

E. In Kindergarten, emergent literacy is taught in Spanish. In Grade 1 and 2, emergent literacy is taught in both languages.

## 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. The Professional Development plan for all teachers at the school in Year 1 of our new school include: Developing Objectives that are aligned to the Common Core Standards, Developing and using assessments that inform whether students have met the standards, Questioning, and Building a Positive School Culture. In relation to teachers of ELLs, these school-wide PD goals will have an added lens of how to think about these 4 areas of development relative to ELLs. For example, when thinking about objectives, teachers of ELLs will also receive PD on developing content and language objectives for students. All PD activities will relate to the four over-arching PD goals. In addition, PD will include curriculum mapping, ELL strategies, labsites/intervisitations, and policies and procedures.

Following is an overview of the PD planned throughout the year. Since we are a Dual Language school, all PD workshops will ensure that the needs of ELL students are addressed within each PD topic:

### Professional Development Plan

#### Overarching Year-long Professional Development Priorities:

- Setting Instructional Objectives Aligned to the Curriculum
- Assessment Aligned to Instructional Objectives
- Questioning
- Building a Positive Classroom Culture

#### August

- Building a positive school culture
- Mining for objectives through analysis of the CCLS standards

#### September

- Policies: Fire Drills, Chapter 408, Montefiore Health
- Classroom Management: Line Up, Class Rules, Behavior Plan, Transitions, Lunch Room/Recess Procedures, Expectations for Hallway Behavior
- Classroom Environment: Charts, Classroom Libraries
- Data and Assessment: Baseline assessments in Writing, Math, LAB-R Assessment Training, DRA Administration Training

#### October

- Lesson Planning: Components, Scaffolded Lesson Plan, Math Scope & Sequence, ELA Curriculum
- Classroom Management: Line Up, Transitions
- Instruction: Supporting struggling writers, Team Teaching Formats & Expectations
- Policies: Lockdowns, Bathroom, Crisis Responding
- Data and Assessment: Training on Administering MoSL examinations, Scoring of MoSL Assessments, Estrellita program and assessment administration

#### November

- Lesson Planning: Questioning, Hess' Cognitive Matrix, DOK Levels of Questions Posed, Reviewing State Assessments for the types of questions students will be expected to answer in the upcoming year, Development of questions for student-centered instruction
- Classroom Management: Creating Systems for students to become independent, Teaching students what to do when they move away from "green", Responsive Classroom
- Data and Assessment: Conference Notes, Data Analysis of DRA, Baseline, and MoSL data for small group instruction, Assessing students to determine if they have met the objective (tools and determining what is being assessed and why)
- Teacher Effectiveness: Domain 2: Classroom Environment

#### December

- Lesson Planning: Development of questions for close reading, Development of questions for increasing the rigor in math
- Classroom Management: Revisiting and Living Our Core Values, Implementing Responsive Classroom Strategies
- Data and Assessment: Checks for Understanding, Continued Data Analysis of formative assessments for small group instruction, Efficient and Comprehensive Assessment Tools
- Teacher Effectiveness: Domain 3: Instruction

#### January

- Classroom Management: Putting 7 Character Traits into Action
- Questioning: Evaluating Questions in Lesson Planning for Math, Evaluating Questions in Lesson Planning for Close Reading
- Data and Assessment: Evaluating Midline Baselines, Determining Next Instructional Steps through a review of data collected, Collecting and monitoring data on 7 character traits
- Teacher Effectiveness: Domain 1: Planning and Preparation

#### February

- Lesson Planning: Using the Tri-State Rubric to evaluate lesson planning and unit mapping implementation (Dimension 1 and 2).
- Classroom Management: Developing charts that support independence, Continuing to support students in becoming active members of a learning community
- Data and Assessment: Differentiating assessments for students to demonstrate understanding of an objective, Teaching students to look at their data independently to set goals

#### March

- Questioning: Questioning to Deepen Understanding
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Using State Assessments to monitor alignment between classroom instruction and formal assessments
- Teacher Effectiveness: Domain 4: Professionalism

#### April

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students about ways to give back to their community if they have broken a class rule
- Data and Assessment: Teaching students to monitor their own data and make a plan for achieving their goals, Reviewing state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success
- Teacher Effectiveness: Domain 4: Professionalism

#### May

- Questioning: Questioning to extend thinking (DOK 4)
- Classroom Management: Teaching students to self-assess on their classroom behavior and set goals for next year
- Data and Assessment: Continue to review state assessments to determine what else students will be expected to tackle in the coming year and what still needs reinforcing to guarantee success, review endline assessment data and set goals for students

#### June

- Curriculum Mapping for Upcoming Year
- Building a Bridge for a Positive School Culture Into the Upcoming School Year
- Data and Assessment: Helping students set goals for upcoming school year using their own data
- Reflection on 4 priority areas
- Setting PD goals for next year's 4 priority areas as a team

#### Additional PD Workshops Throughout the School Year (including, but not limited to)

- Assessment administration (i.e. Estrellita, DRA, MoSL, Go Math)

- Increasing attendance
- Curriculum reviews in ELA and Math
- Workshops with Math Consultant
- DOE and State-wide policies
- Cook Shop
- Montefiore and Health and Wellness Related PD
- Positive communication between home and school
- Using technology tools in the classroom
- Using technology tools for instruction and assessment

2. Professional development for teachers of ELLs will still follow school-wide goals as noted in section 1 above. All PD will include a lens regarding supporting ELLs in attaining Common Core standards. In particular, Questioning, Objectives, and Assessment are directly related to this goal.

3. As we are a new school serving K-2 students in Year 1, PD related to transitioning students from elementary to middle school is not a topic that will be covered until Year 3.

4. Teachers will be offered PD that will allow them to accumulate 7.5 hours (10 hours for special education teachers) for all staff, as per Jose P. Topics will be related to the four priority areas listed above. In addition, teachers will be offered PD related to learning about strategies for supporting ELLs, setting language objectives, and how to differentiate instruction. PD will be offered across the year. Copies of attendance sign-in sheets and the agenda will be kept in the binder.

## 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. PS 311 has a high degree of parent involvement on the part of parents of ELLs. This is attributed to the majority of the staff and Principal being dominant in both English and Spanish. Parents have expressed that they feel welcome due to presentations translated for them, the warm welcome they receive, and because all staff members meet and dismissal students--giving parents the opportunity to speak with teachers.

Parent Involvement is also noted in the volunteerism we have on the part of parents during school events. Our PTA has been formed, along with our School Leadership Team. We offer Cook Shop to parents so that they can learn about how to make a healthy meal for their families at home.

2. PS 311 partners with New Settlement to offer after school activities to students. Many parents partake of this opportunity as it provides an increased amount of time for students to spend on homework and extra-curricular activities. In addition, we partner with Cook Shop to provide parents with workshops on how to cook a healthy meal. We partner with Montefiore Health Clinic, which provides on site services to students. We also partnered with Montefiore to conduct a Flu drive and explain the benefits of a flu shot to parents.

3. PS 311 evaluates the needs of parents through parent surveys and informal meetings with parents on a daily basis. Most parents surveyed informed that they were interested in learning about ELA and math standards, and behavior management workshops.

4. Parental involvement activities address the needs of parents because we are responsive to what parents are interested in learning, based upon their responses on surveys and when they share their concerns with our staff.

### **E. Additional Information**

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

## **Part VI: LAP Assurances**

**School Name: Lucero Elementary School**

**School DBN: 09X311**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kattia Cuba	Principal		11/14/13
	Assistant Principal		
	Parent Coordinator		
Kyeyeon Park	ESL Teacher		11/14/13
Jazmine Martinez	Parent		11/14/13
Nicole Rosado	Teacher/Subject Area		11/14/13
Tien Caceres	Teacher/Subject Area		11/14/13
Janet Allen	Coach		11/14/13
	Coach		
Angela Cooper	Guidance Counselor		11/14/13
	Network Leader		
	Other _____		



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

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Lucero Elementary School	DBN: 09X311
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 114
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 7  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Lucero Elementary School, 09X311 is one of the 2 new elementary schools launched to absorb the student population from “phase out” PS 09X64, in accordance with the recommendation of the Office of New Schools (supported by the Panel for Education Policy vote). Lucero opened it’s doors to students in 2013-14, offering Dual Language programming to ELL students. In Year 2, we expanded our offerings to students, adding on a Grade 3, and expanding the Dual Language program for another Grade K, due to parent requests for this program.

Currently, register data informs us that 50% students (114 students) are English Language Learners. In addition, 89% of the students are of Hispanic ethnicity. It is expected that because of the demographic and register data, the Dual Language program will provide English Language Learners (ELLs) with a relevant service for ensuring that their language needs are met. Currently, we have two Dual Language Programs in Grade K, one class in Grade 1, two classes in Grade 2 (one of which is an ICT Dual Language class), and one ICT/Dual Language 3rd Grade class. Thus, the Dual Language program target ELLs and English dominant students in Grades K and 3, and provide instruction in English and Spanish to student participants.

Research indicates that some of the benefits of a Dual Language program for ELLs and English dominant students include: proficiency in first and second language (English and Spanish), an appreciation of people from different cultures, and outperformance in state exams compared to students in monolingual classrooms. In addition, a Dual Language program provides ELLs with an additive approach to language acquisition. In this way, students’ first language is valued, nurtured, and used as a foundation upon which a new language may be learned proficiently. The 21st century world in which our students live in, requires individuals who have strong communication, empathy, and innovation skills. A Dual Language program provides the groundwork for developing these skills in our students, as it provides students with opportunities to bridge cultures, empathize with individuals of diverse backgrounds, and learn various approaches to problem-solve in light of newfound understandings. Through participation in the program, our students will be able to gain the skills necessary for becoming full participants in the social, economic, and political systems of our world.

The instructional infrastructure of Dual Language programs provide greatly increased educational productivity because it offers full rather than partial achievement gap closure at annual costs

## Part B: Direct Instruction Supplemental Program Information

comparable with existing programs. Traditional programs for English learners provide watered-down instruction in basic English, virtually guaranteeing that the native English speakers will outperform English learners and thus widen the achievement gap over time. English learners need enriched, sustained forms of instruction that allow them to receive support in their first language while learning a second language. Dual Language programs offer English learners a mainstream curriculum, which leads to full English proficiency and curricular mastery, with instruction provided by monolingual and multilingual teachers who already work within the school system (“The Multiple Benefits of Dual Language”, Educational Leadership, Thomas & Collier, October 2003, V.61, No.2, pgs. 61-64).

Planned activities and securing of resources to ensure the success and support of ELLs in the Dual Language and ESL programs, through Title III funds include the following:

After-school programming for ELLs: The after-school program will focus on English language development. The program will last two hours on Wednesday, Thursdays, and Fridays between 2:30-4:30. It will target all ELLs in Grades 1-3. In the first hour of the program, the students will focus on ELA. In particular they will focus on close reading and writing about reading. In the second hour, students will engage in discussion and debates to improve their oral language and listening skills. There will be 7 teachers involved in the program. One of the seven teachers is ESL certified. The other 6 teachers are bilingually certified. Three teachers will serve students in grade 1, 2 teachers will serve students in grade 2, and 2 teachers will serve students in grade 3. In Grade 1, 32 students will be served. In Grade 2, 34 students will be served. In Grade 3, 36 students will be served.

The instructional materials that will be used will include supplemental Ready Gen materials including Close Reading Sleuth books. In addition, we will use iPads to develop language using the Starfall program and Reading A-Z. We will also use the Voices program to conduct close reading.

## 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: It is vital that teachers are provided with quality PD opportunities to enhance their instructional practices when working with ELL students. ELLs require scaffolding and differentiation to ensure that they are able to make content comprehensible. Thus, teachers will be provided with PD workshops on site to address their PD needs.

The PD that will be offered and funded through Title III will be offered to all teachers on staff, with a maximum of 10 teachers per workshop and prioritizing bilingual certified teachers in the Title III program. Two sessions of PD will be offered to up to 10 teachers per session. Each session will last for two hours. The topics to be covered include the following:

-Oral language strategies to support beginning ELLs

### Part C: Professional Development

-Vocabulary building to support ELLs at Various Levels

In addition, we will support this work through Monday PD time. Teachers will be engaged in a study group focusing on differentiated instruction for ELLs. There will be a facilitator who will use protocols to engage participants. Teachers will be asked to identify areas that they will develop in their own practice each week. Peer partnerships will be established to encourage teachers to provide feedback to their peers based on what they implement after the training. Teachers will debrief on challenges and successes made at the beginning of each meeting.

Teachers will meet every first Monday of each month for 45 minutes.

Topics will include teaching vocabulary, phrases, fluency and writing to ELL students.

Our ELL Coordinator, Kyeyeon Park, will facilitate the PD workshops for teachers. She will be supported by the Network ELL liaison, Caterina D'Tillio.

### 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:

It is essential that parents are well aware of the Common Core standards so that they may support their children at home and build a learning bridge from school to home and home to school. Parents will learn about the Common Core standards in ELA and Mathematics. They will also learn about the standards that students must achieve to score proficient on the NYSESLAT examination.

We will offer 20 hours of parent workshops to parents of ELLs for two hour sessions each day (on Tuesdays). Title III funding will be applied towards materials for the PDs (i.e. paper, pencils, copies, parent booklets) and refreshments for the parents.

Topics to be covered include the following:

- Understanding the Common Core Reading Standards for Each Grade
- Understanding the Common Core Writing Standards for Each Grade
- Importance of Oral Language and Listening Skills
- Understanding the Common Core Math Standards for Each Grade
- How to use technology to conduct research at home
- Motivating Your Child to Learn
- Basic English Conversation Skills
- Reading to Your Child at Home to Build Literacy Skills
- Teach Students How to Write Letters
- Using Your Community as a Learning Resource

**Part D: Parental Engagement Activities**

Each topic will be repeated more than once in order to reach parents unable to attend specific sessions of interest on originally scheduled days.

The lead coordinator will be our parent coordinator, Mario Piantini.

Parents will be notified of these activities through the following:

- Monthly parent newsletter and calendar
- Parent meetings (i.e. school leadership team, Coffee with the Principal)
- PTA meetings
- Flyers (backpacked home)
- Morning line-up and dismissal face-to-face announcements/reminders
- Community Circle Friday meetings
- School Website

**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 materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**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.
Other	_____	_____
<b>TOTAL</b>	_____	_____