Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **14K586**

School Name: **LYONS COMMUNITY SCHOOL**

Principal: **KAREN ONISHI**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Lyons Community School School Number (DBN): 14K586

Grades Served: 6-12

School Address: 223 Graham Avenue, Brooklyn, NY 11206

Phone Number: 718-782-0918 Fax: 718-782-5283

School Contact Person: Taeko Onishi Email Address: taeko@lyonscommunityschool.org

Principal: Taeko Onishi

UFT Chapter Leader: Dan Morgenroth

Parents' Association President: Evelyn Alicea

SLT Chairperson: Sarah Schauben-Fuerst

Title I Parent Representative (or Parent Advisory Council Chairperson): Minerva Canter

Student Representative(s): Stefan Cato

Faith Redman

District Information

District: 14 Superintendent: Kathy Pelles

Superintendent's Office Address: 335 Adams Street, Brooklyn, NY 11201

Superintendent's Email Address: krehfield@schools.nyc.gov

Phone Number: 718-923-5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston Street, Brooklyn, NY

Director's Email Address: Aanorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Leader or Designee	
Evelyn Alicea	*PA/PTA President or Designated Co-President	
Daniel Espinoza	DC 37 Representative (staff), if applicable	
Minerva Canter	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stefan Cato	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Faith Redman	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Christina Lopez	CBO Representative, if applicable	
Jessica Lloyd	Member/ Parent	
Tracey Brown	Member/ Parent	
Princess Davis	Member/ Parent	
Jody Madell	Member/ Teacher	
Sarah Schauben-Fuerst	Member/ Assistant Principal	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development

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

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Lyons is entering its 9th year, but continues to be committed to our initial vision. We emphasize three aspects of our program, that intersect like the three curves of our logo, the triskilion.

● New Experiences and Ideas: We believe students learn best when given the opportunity to have engaging experiences. Our signature class, Field Studies, where students are out of the building one afternoon each week to study at various sites across the city, continues to develop and improve each year. It is becoming increasingly inquiry-based, academically challenging and cohesive.

● Being Known, as a person and student: To whatever extent possible, we work to personalize our work with young people to meet their particular and ever changing needs. We pay attention to the strengths and vulnerabilities of our students, and adapt our work to their academic and social-emotional needs.

● Community: We work to build a community where everyone is cared for, and takes responsibility for the others in the community. For that reason, we are a Restorative Justice school and continually work to find the balance between individual and community.

In addition to initiatives and practices mentioned above, the following are worth highlighting:

● Recognition for our work in Restorative Justice: recipient of DOE funding to increase Circles work, prominent feature in documentary "Growing Fairness" by Teachers Unite, a piece on This American Life in October 2014, invitation to present at numerous conferences and panels for both staff and students, visitors from across the country to learn from our work.

● Recognition for work with struggling populations: recipient of grant through Black Male Initiative to provide and model personalized support for traditionally struggling students, chosen as Cluster 5 school based on past successes and ability to problem solve around current struggles with Sped and ELLs to be visited by DOE district administrator policy focus group.

● Increased teacher-student feedback and support through use of technological systems, such as Teacher Dashboard featuring Remote Control, google apps and widespread use of Chromebooks.

● NYS Consortium Schools program: We joined the Consortium last year to become one of the Regents exempt schools, allowing us to more actively pursue our inquiry-based instructional core. We have always had significant performance based assessments at the end of many Field Studies units, but last year we also had our first school wide Roundtables in all four core classes, grades 6-12 in both January and June. This year our first seniors will graduate by way of PBATS.

14K586 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08,09, 10,11, 12**	**Total Enrollment**	**536**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**4**	**# Integrated Collaborative Teaching**	**78**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**10**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**4**	**# Dance**	**3**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**83.1%**	**% Attendance Rate**	**81.2%**
% Free Lunch	**84.3%**	**% Reduced Lunch**	**2.6%**
% Limited English Proficient	**12.5%**	**% Students with Disabilities**	**23.6%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.4%**	**% Black or African American**	**41.2%**
% Hispanic or Latino	**55.1%**	**% Asian or Native Hawaiian/Pacific Islander**	**0.9%**
% White	**2.0%**	**% Multi-Racial**	**0.2%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**7.34**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**3**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**4.0%**	**% Teaching Out of Certification (2013-14)**	**9.3%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**1.1%**	**Average Teacher Absences (2013-14)**	**3.92**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**4.6%**	**Mathematics Performance at levels 3 & 4**	**2.8%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**26.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**68.5%**	**Mathematics Performance at levels 3 & 4**	**58.0%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**75.9%**	**% of 2nd year students who earned 10+ credits**	**64.8%**
% of 3rd year students who earned 10+ credits	**64.9%**	**4 Year Graduation Rate**	**45.7%**
6 Year Graduation Rate	**72.2%**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing	**X**	**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
We joined the NYS Performance Consortium in June 2014. As such, we had a very short period of time with which to transition to being a full Consortium School. By this we mean that our students are graduating by meeting the assessment requirements of four graduation level Performance Based Assessment Tasks (PBATs) and the ELA Regents instead of the five Regents Exams. All our work this year must be dedicated to making this transition.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Each student who regularly attends school will participate in at least four Roundtables (Math, ELA, Science and Social Studies) where they will present a PBAT at least twice a year. All graduating seniors will complete at least one graduation level PBAT in History, and in Math and Science if they did not pass a Regents in that subject area.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Departments will work on planning graduation level for January and June in Social Studies, Science and Mathematics.	Teachers	July 15 – June 16	Department chairs

All students will present PBATs in at least four Roundtables during Regents week in January, and some students will do graduation level PBATs in Social Studies, Science and Mathematics	All students	Jan 16	Core subject eachers
Departments reflect on January Roundtables and graduation level PBATs and plan for June Roundtables and the remainder of the graduation level PBATs.	Teachers	Feb 16 – May 16	Department chairs, Consortium Schools Network is providing professional development to make this possible and to monitor outcomes
All students will present at least four Roundtables during Regents week in June. The remainder of graduation level PBATs in Social Studies, Science and Math will be presented by the seniors according to their graduation needs.	All students, seniors	June 16	All teachers, Consortium Schools Network is providing professional development to make this possible and to monitor outcomes

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PD time during department meetings, coaching support, including Model Teacher support, Consortium resources and materials for PBATs, planning meeting time for PBAT/Roundtable planning, alternate schedule for Roundtable Week both in January and June.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After January Roundtable week, we will assess how far we have come in implementing this goal. We will measure our success during the first two weeks of February, by seeing how many students completed PBATS and roundtables, and the quality in which they were done.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Through our classroom, hallway, and common space observations, interviews with teachers, deans, students, and families, and a thorough investigation of our Quality Review, it became clear that though we were making progress on creating an environment that students felt part of as a community, and reducing punitive consequences across the school, but we needed to formalize many of the measures we were using informally in order to be consistent across the school. Though we had been using a student based sanction system (justice panel) for several years, it was not widespread and many students were not familiar with the language. Though classes were working on community in their advisories, there was not a common language across the classes, grades, or school. Though conflicts between students were being mediated by our peer mediators, the system was not formalized and there weren't new mediators being trained to sustain the amount of mediations that needed to happen. There were still too many altercations between students, arguments between students and staff, and unruly behavior in classrooms for students to feel truly safe, supported, and challenged to learn to their fullest capacity. We decided we were at a place to fully transition to a restorative practice school.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Reduce total number of student suspensions by 20% by June 2016 as compared to the previous school year by becoming a fully functioning Restorative Practices School and integrating restorative justice practices across all facets of our school in a tiered approach- for all students, for targeted students, and for high needs students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Rework job description for Restorative Justice coordinator, deans, teachers and other support staff to have a more integrated and seamless Restorative Justice program	RJ coordinator and staff	July 15	RJ committee, principal, Central Offices staff who offer RJ pd
Improve common advisory and circle structures in grades 6 - 12	All students	Sept 15 – Nov 15	RJ committee, advisory teachers
Improve grade level Justice Panel structures	All advisors and JP teachers	Sept 15 – Jan 16	RJ coordinator and JP representatives
Improve HS elective classes(10-12) for Justice Panel and Peer Mediation	Students in said classes	Sept 16 – June 16	RJ coordinator, JP teacher, Peer Mediator teacher, dean team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session for RJ committee to meet over the summer and time for them to meet during the school year.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After first semester, we will look at the number of suspensions that have occurred, and see what we have to do to meet our goal. We will review state of the classes and have the RJ committee continue to make suggestions for improvement. We will discuss findings at our February PTA meeting with parents and teachers, and in all advisories with students.

Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In June 2014 we had the opportunity to apply to be a PROSE school. We were accepted and are working on a pilot Evaluation Program for our teachers. We wanted to give our teachers more time to pursue their teaching practice inquiries, and motivation to take their authentic questions to the next level. By giving them the latitude to explore their inquiry, they can do this work in a more organized and official manner, which in turn will also us to bring the work to scale and to others in our community so everyone can benefit.

Our PROSE option, which will be 40% of the MOTP score, will include:

● Each teacher developing an inquiry question that will drive her/his work, and be the focus on his/her "presentation."

● Demonstrating at the presentation how he/she has worked towards answering the question, sharing physical artifacts as appropriate.

● Using three of the eight Danielson indicators that best align with the individual's inquiry.

● The cohort will determine if inter-visitations, focusing on the three Danielson indicators will be included.

The "presentations" would be self-evaluated and evaluated by other members of the cohort and at least one member of the administrative team.

In 2015-16 we will expand this program to include more teachers and multiple cohorts of teachers doing this work.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our PROSE Evaluation cohort will all share their inquiry explorations at their Structured Plan presentations, that includes a strategy for sharing their work beyond themselves, and some members of the 2014-15 PROSE cohort will be leading inquiry groups on sub topics to enable more teachers to be involved.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Set up regularly schedule meetings for the cohort, and sub-cohorts to meet. Also set up meeting with each cohort member with the principal or inquiry sub-group faciltator	Cohort members	By October 15	principal
Improve structure for Structure Review meetings for May and June.	Cohort members	By November	Principal, lead cohort members (sub group from 2014-15 cohort)
Regular progress on inquiry from each cohort member - check in on a monthly basis with principal invidually or in sub-cohort groups.	Cohort members	Through May 2016	principal
Share out at Structured Review meetings along with a plan for going to scale in 2016-17.	Staff, students, community members	By June 2016	Lead cohort members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
monthly full cohort meetings, monthly sub-cohort meetings, three individual meetings with principal for each cohort member, resources and PD as the need arises from the inquiry progress for each cohort member											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**		**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
X	**C4E**		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Each member of the cohort will have completed their Structured Review Plan, and have notes from their work from the first half of the year. As a cohort, we will have determined the structure and audience for the new Structured Review Meetings in May and June.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
We did an enormous amount of observations in 2013-14, and realized that we need to spend more time with certain teachers on planning, debriefing, and reflection, which was our plan for 2014-15. Now we need to continue to improve our plan for intervisitations and peer support through observations and collaboration. Our teachers are very used to being observed, but need more support with the follow through of changing their practice, and need to feel more ownership over the observation cycle system. We have many leaders throughout the school, and a few instructional coaches, but need to formalize some of these systems through adopting the model teacher program, making the department leaders more invested in their teams' growth, and allowing grade teams to have ownership over the continued transition towards becoming a full fledged consortium school.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Improve our observation cycles to becoming more supportive to our teachers and increasingly include teachers as part of the process, including more time for support with planning, looking at students work and monitoring of progress towards goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Divide teachers into groups that benefit from more observations, more planning support, and more reflection time	All teachers	August 15	Leadership team, self evaluations by teachers
Each member of the leadership team will work with a designated group of teachers who benefit from one of the above categories	Selected group of teachers	Sept 15	Leadership team, self evaluations by teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for regular observations for AP and principal. Time for co-planning, inquiry meetings, looking at student work and reflection.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will look at the number of observations that have been done at the mid-year point, and look at teacher goals to see which have been met. We will also have post quarter one and post quarter two meetings with all teachers, to assess how growth is being made. We will measure the frequency of other types of support besides observations – looking at student work meetings, planning support meetings.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school's strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
Through interviews with families, examining of internal data (family/advisor conference sign-in sheets, PTA/SLT sign-in sheets), and studying our school survey results, we discovered that though we have strong relationships with a small number of our families, and though between 60 and 70% of our families attend family/advisor conferences each year, we need to work harder on engaging a larger percentage of our families on an ongoing basis throughout the school year.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
Increase family attendance at parent/advisor conferences by 5% and have a larger group (20 each time) of consistent families attend school events (PTA/SLT/family night) throughout the year. By May conferences, have met the 5% increase.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: • **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.** • **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).** • **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Plan monthly family events for all families grades 6-12	all families	Aug 15 – June 16	PTA and Assistant Principal

Reach out to a target group of families for ongoing communication and attendance at events(6-9)	families who filled out initial survey at conferences	Aug 15 – Nov 15	Advisors, Assistant Principal, Guidance Counselors, Parent Coordinator
Follow up with families who have attended at least one event to see what would increase participation at the following event	families who have shown interest and ability to attend events	Sept 15 – June 16	Grade Team Leaders and Assistant Principal
Collect family surveys throughout the year	All families	Sept 15 – June 16	Assistant Principal, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for phone calling.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will look at attendance sheets and sign-in sheets for conferences that have been held so far this year, events that have happened, and roundtable presentations, after second quarter ends, in early February. We will see how many families are on track to attend a consistent number of events.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.)
English Language Arts (ELA)	Students who scored below a level 2 on the State ELA Test or below a 65 on the ELA Regents	SAL Reading, Wilson Reading, Regents Test Prep, Repeated Book Groups, Theater Literacy	Small group, small class, one-to-one tutoring	During the school day, after-school tutorial
Mathematics	Students who scored below a level 2 on the State Math Test, or are not "approaching standard" on Roundtables.	SAL Math, basic skills groups, math intervention classes	Small group, small class, one-to-one tutoring	During the school day, after-school tutorial
Science	Students who scored below a level 2 on the State ELA Test, or are not "approaching standard" on Roundtables.	Living Environment Prep, in depth study of a given subject (ie: zoology) in small elective choice groups	Small group, small class	During the school day, after-school tutorial
Social Studies	Students who scored below a level 2 on the State ELA Test, or are not "approaching standard" on Roundtables.	Global and US History Prep, in depth study of a given subject (ie: psychology) in small elective choice groups	Small group, small class	During the school day, after-school tutorial
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students who have displayed disruptive behaviors in classrooms, have a pattern of absence, lateness, or cutting, or have a history of emotional trauma	Individual and group counseling services, anger management groups	Small group, individual	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
In order to have instruction that best meets the needs of our students we need to have the best teachers. Having great teachers does not simply benefit the students directly, but when there is substantial opportunity for collaborative teacher work, as there is at our school, there is also a benefit to the entire teaching staff. We work hard to not only attract, but to keep, the best of the best. All of our teachers are HQT. We attract the best HQT through a rigorous recruiting process. ● In addition to using official DOE structures for finding potential candidates, we make extensive use of various education listservs, our personal and professional connections as long time educators in the small schools movement, and through New Visions, our PSO. Through these connections we receive hundreds of resumes and cover letters. ● We invite select candidates to group interviews where we hear recollections about learning experiences from candidates as well as look at student work with them. ● From this group, our hiring committee selects individuals to come in for a demo lesson, a more extensive interview and a writing sample. ● Finally, we reach out to multiple references before we offer candidates a position at Lyons. We do not even consider candidates unless they are HQT as defined by NCLB. While at Lyons, we make sure teachers are provided with sufficient professional development to maintain their HQT status, as well as support for professional growth far beyond the mandates. More than any other quality, we look for teachers who are interested in continually improving their teaching practice and are highly reflective about their work. As described above we have a wide range of teachers with a wide range of skills and experiences, so we vastly differentiate the professional development we offer our teachers. ● After PD starting in 2010 with the Danielson rubric, each teacher co-created a personalized PD plan with the support of a member of the school leadership. ● In addition to the full group professional development, each teacher is a member of a grade team, inquiry team and department where professional development is honed towards the needs of the particular group.

● Also, we have several staff members who do extensive coaching for our teachers. Depending on need, teachers work with their coach for a number of cycles, ranging from two to ten, throughout the year. These coaching cycles consist of a pre-observation meeting, observation, mid-cycle meeting, follow up observation and cycle ending meeting. In each cycle, the coach and teacher decide on a specific skill or focus for the cycle.

All of this work is in addition to the observations and follow up meetings with an administrator.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
At Lyons we are committed to continually improving professional practice. Regardless of level of experience, all of us should have professional (and personal) goals. We firmly believe that one of our responsibilities to our staff, to our students and to our whole community is to hold staff to the highest possible standard as an educator. This means a willingness to be responsive to what others observe about work and be reflective about our practice. We are committed to helping each other achieve our goals. There are many ways of developing practice at Lyons. As a school that holds collaboration and strong relationships as essential to growth and development, we work hard to be an environment where everyone gets the necessary support. At the same time, our commitment is primarily to our students and we need to have a staff that provides our students with the best possible education. **Goal Setting:** At any given time staff should have both short and long term goals they are working on as an educator. During the year, staff will have an opportunity to update their goals. All of these goals should be recorded in a shared personalized PD google document. Teachers involved in our PROSE Evaluation Pilot have a Structured Review Plan where they describe their year-long inquiry. Periodically throughout the year staff members will meet with a member of the leadership team (Jody, Sarah, or Taeko) to discuss these goals. At these meetings we will refine these goals and create a plan to help accomplish them. The number of meetings will depend on experience as an educator, requests and needs. With the Advance system, staff members will have an initial meeting (IPC - initial planning conference) with an administrator where staff members will decide which observation plan they wish to follow, as well as look at the Danielson self-evaluation, goals and the MOSLs (measure of student learning) that will effect Advance rating. There will also be an end of the year meeting to look at progress through Advance as the year progresses. While we do not use the official Advance system, all teachers get feedback in a way that meets and in most cases exceeds that of the Advance expectations. Non-teachers will have a comparable system set up. **Coaching:** Jody, Dan M and Sarah SF all have formal coaching responsibilities at Lyons. In addition other teachers and staff may take on informal coaching roles. We'll continue with having our coaches work in “coaching cycles.” A coaching cycle consists of 1) a pre-observation meeting where the coach and teacher will determine the focus for the professional development work. 2) A planned mini-observation where the teacher is working on the focus strategy. 3) A follow up meeting to discuss the observation and plan a next lesson 4) A second observation focusing on the same strategy and 5) Another post-observation meeting. The leadership team in conjunction with the individual teachers will determine the frequency and pairings for these coaching cycles. **Team Meetings/Inquiry Work:** Most teachers are part of both a grade team and subject area team. The work of these teams is part and parcel of professional development for teachers. Both teams will spend time doing inquiry work - using the inquiry cycle to look at students work, determine a potential strategy to support student growth, implement the strategy, then look at student work again. Grade and subject area colleagues are the greatest source of support and ideas that will improve teacher practice. **Collaboration:** We use our structures around collaboration, co-teaching and team meetings to improve practice. Each time teachers/staff members work together there is an opportunity to observe, ask questions and gain insight. We have a remarkable staff with a great deal of experience. While experience and education counts for a lot, it certainly

doesn't preclude great ideas coming from everyone and anyone. Staff members should question ideas, be curious, challenge people's ideas (but with respect and an open mind). While we are committed to collaboration we are not interested in tacit agreement. Pushing people to think and questions their own beliefs will make our entire community stronger.

Leadership meeting: At the end of each quarter, each staff member will meet with a member of the leadership team to discuss the previous quarter. The purpose of this meeting is to touch base about the staff member's work and experience at Lyons. This meeting is designed to provide a formal place to discuss issues that have arisen and check in around growth and school wide goals and initiatives.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)
Title I Part A (Basic)	Federal	429,773.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,344,902.00		

[1]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.

[2]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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Lyons Community 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. Lyons Community 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-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 st 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

Lyons Community 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 st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

● ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

● notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

● arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

● monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child's school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child's education;

● communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

● take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information	
Name of School: Lyons Community School	DBN: 14K586
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☐After school ☒Saturday academy
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Saturday Academy takes place over 12 sessions in January, and again in May/ June, to provide extra enrichment for ELLs. Thirty ELLs in grades 9-12 will work with both content-area and ESL teachers to build literacy skills, background knowledge, and enhance their academic behaviors in a small-group setting. Students in grades 9-12 are invited to participate in Saturday Academy if they are not on track to graduate, or if they are referred to Saturday Academy by teachers who suspect they may not meet graduation requirements on time. Saturday Academy students rotate in small groups between content-area and ESL teachers, receiving instruction in English over a two hour period. Groups are 10-15 students, and are heterogeneous, including ELLs at various levels of language proficiency. There are three groups, and two content-area teachers (in English and Social Studies), and one ESL teacher. Students rotate every 50 minutes. Sessions begin on January 10th and continue for four Saturdays until January 31st, from 9:30 am to 12 pm. Spring sessions begin on May 2nd and continue for eight sessions until June 20th. Materials include content-area texts, as well as texts specifically designed to build academic vocabulary, reading comprehension, and fluency and accuracy in writing. These include A History of US by Joy Hakim, The Old Man and the Sea by Ernest Hemingway, and Building Basic Vocabulary by Robert Marzano. In summary, the subjects being offered are ELA, ESL, and US history. The materials being used are "The Old Man and the Sea" by Ernest Hemingway, "Building Basic Vocabulary" by Robert Marzano, and "A HIstory of US" by Joy Hakim. The schedule for the program is: block 1 begins at 9:30 am, block 2 begins at 10:20 am, and block 3 begins at 11:10 am. Every 50 minutes, students rotate to a different teacher, so that in the 2 1/2 hour period, they take all three classes: ELA, ESL, and US history. One content areas teacher is assigned to ELA, one content area teacher is assigned to US history, and one ESL teacher is assigned to ESL.

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: PD sessions for Title III teachers are led by AP Sarah Schauben-Fuerst and take place Tuesday afternoons from 3:00 to 4:15 pm, beginning December 16th and continuing January 13th, Feb 10th, March 10th, April 7th, May 5th, May 19th, June 2nd, and June 16th. All three Title III teachers participate in each of these PD sessions. The PD sessions cover the following topics, in this order. (1) Approaches to developing reading comprehension for ELLs in content-area classes. (2) Explicit strategy instruction for reading comprehension. (3) Cultivating metacognition as a literacy skill. (4) Developing academic vocabulary through schema-building in clusters and superclusters. (5) Enhancing vocabulary retention (6) Using the writing process with academic language functions (7) Signal words and academic language (8) Using the WIDA rubric to evaluate writing in ESL (9) Building a comprehensive framework for performance-based assessment in ESL literacy.

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: Our parent outreach to families of ELLs this year is focused on three events, which are January roundtables, June roundtables, and the Spring Musical. Teachers and out of classroom staff spend time making phone calls, and doing visits to neighborhood businesses where our families work, on Monday afternoons. This is how we let parents know that they are invited to school events, and that their participation enhances the impact of these events on our students. More specifically, parents who participate in roundtables hear presentations from their children's peers, lead a small group discussion, and give feedback on their learning. January roundtables begin on January 26th, with a parent event entitled "Contributing to your child's academic success" led by the Parent Coordinator, Minerva Cantor, and AP Sarah Schauben-Fuerst, at 6 pm. Roundtables continue throughout the week from 8:40 to 11:25 am, and generally take place at school. In some cases, the presentations take place at an off-site location which the students have visited several times during the semester, such as the Brooklyn Museum. The June roundtables follow the same schedule, with a parent orientation on June 16th at 6 pm, and opportunities for parent engagement during the school day from June 17th - 24th. The school musical is on May 21 and 22 at 6pm. Parent participation includes the families of several ELLs, builds school spirit and increases families' investment in our school. The parent event, entitled "Building a Positive School Culture" is on May 22nd at 5 pm, right before the final performance of the musical, and is hosted by Parent Coordinator Minerva Cantor and Assisstant Principal Sarah Schauben-Fuerst. In summary: Date and time: Monday, January 26th, 2015, 6 to 730 pm. Title: Contributing to your child's academic success Presenters: Minerva Cantor (PC), Sarah Schauben-Fuerst (AP) Date and time: Monday, May 22th, 2015, 6 to 730 pm. Title: Building a positive school culture Presenters: Minerva Cantor (PC), Sarah Schauben-Fuerst (AP) Parents are invited to participate in the following roundtables: 6th grade English, 7th grade Math, and 8th grade Science: Tuesday January 27th at 840 am, 940 am and 1040 am 6th grade Technology, 7th grade English, and 8th grade Math: Wednesday, January 28th at 840 am, 940 am and 1040 am 6th grade Social Studies, 7th grade Science, and 8th grade English: Thursday January 29th at 840 am, 940 am and 1040 am 6th grade Social Studies, 7th grade Social Studies: Friday, January 30th at 840 am, 940 am and 1040 am 9th grade English: Tuesday January 27th at 1215 pm, Wednesday January 28th at 1215 pm 9th grade Math: Tuesday January 27th at 140 pm, Wednesday January 28th at 140 pm 9th grade Social Studies: Thursday January 29th at 140 pm, Friday, January 30that 140 pm 10th grade English: Tuesday January 27th at 840 am, Wednesday January 28th at 840 am

Part D: Parental Engagement Activities
10th/11th/12th grade Science: Tuesday January 27th at 1215 pm and 140 pm 11th grade Social Studies: Wednesday January 28th at 1215 pm and 140 pm 10th grade Math: Wednesday January 28th at 1215 pm and 140 pm 11th grade Math: Thursday January 29th at 1215 pm and 140 pm 12th grade Social Studies: Thursday January 29th at 840 am - - - - - -

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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	__.__	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 000
School Name type here		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Taeko Onishi	Assistant Principal Sarah Schauben-Fuerst
Coach Jody Madell	Coach type here
ENL (English as a New Language)/Bilingual Teacher Tom Snell	School Counselor Carmen Acosta
Teacher/Subject Area Laura Paddock(ESL Teacher)	Parent
Teacher/Subject Area Peter Litman(ESL Teacher)	Parent Coordinator Minerva Cantor
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1

Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	547	Total number of ELLs	59	ELLs as share of total student population (%)	10.78%

Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	**K☐ 1☐ 2☐ 3☐ 4☐ 5☐** **6☑ 7☑ 8☑ 9☑ 10☑ 11☑ 12☑**

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐ No☑	If yes, indicate language(s):
Dual language program (DL)	Yes☐ No☑	If yes, indicate language(s):
Freestanding ENL	Yes☑ No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	**Newcomers** (ELLs receiving service 0-3 years)	25	**ELL Students with Disabilities**	12
SIFE	10	**Developing ELLs** (ELLs receiving service 4-6 years)	16	**Long-Term** (ELLs receiving service 7 or more years)	17

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

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										00
DL										00
ENL	25	4	0	16	4	5	17	1	7	00
Total	25	5	00	16	4	5	17	1	7	00
Number of ELLs who have an alternate placement paraprofessional: 0										

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
														00
														00
							0	0	0	0	0	0	0	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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
																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New 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							4	4	10	9	11	2	5	**45**
Chinese														**00**
Russian														**00**

Bengali												1		**01**
Urdu														**00**
Arabic										1	2	3		**06**
Haitian										1				**01**
French														**00**
Korean														**00**
Punjabi														**00**
Polish														**00**
Albanian														**00**
Other									2	1			2	**05**
TOTAL	**00**	**00**	**00**	**00**	**00**	**00**	**4**	**4**	**12**	**12**	**13**	**6**	**7**	**58**

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Entering (Beginning)									3	1				**04**
Emerging (Low Intermediate)									2	2	1	1		**06**
Transitioning (High Intermediate)								1	3	1	1		2	**08**
Expanding (Advanced)							4	2	3	4	8	5	1	**27**
Commanding (Proficient)								1			3	2		**06**
Total	**00**	**00**	**00**	**00**	**00**	**00**	**04**	**05**	**11**	**08**	**13**	**08**	**03**	**00**

FORMER ELLS BASED ON REVISED EXITING CRITERIA GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Total														**00**

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Total														**00**

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					00
4					00
5					00

6	4				04
7	3	1			00
8	8	1			00
NYSAA					00

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6	1	0	2	0	0	0	0	0	
7	3								00
8	9	4	1	0					00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8	2		7						00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7	0	1	0
Integrated Algebra/CC Algebra	0	0		
Geometry/CC Algebra	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	00		
Global History and Geography	0	0		
Geography	0	0		
US History and Government	0	0		

LOTE	0	0		
Government	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

   Paste response to questions here: We use the Performance Series and WRAP assessment, as well as the WIDA MODEL, LABR, and NYSESLAT, to determine fluency, vocabulary and general English literacy. The majority of our ELLs are reading in English substantially below grade level, and for many of them their native language literacy is not much higher. This enables us to find appropriate books for them to read both in English and their native language. This also allows us to determine how much we should be encouraging them to be reading in English in their content classes. Information from these assessments as well as other formative assessments allows our ELL teachers to work with all of our teaching staff to differentiate classwork and projects.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

   Paste response to question here: In the Spring of 2014, several of our ELLs tested out via the NYSESLAT, which is comparable to past years. Our schedule and ELL program is set up so students who move up a level in English language proficiency are able to reduce the number of classes they are taking with one of our ELL teachers, and we are able to choose which class that should be depending on the individual needs of each student. In the Spring of each year, the program director meets with the ELL team and to go over each student's transcript, including other assessments, to determine an appropriate schedule based on what we believe their NYSESLAT scores will determine is the appropriate number ESL hours the student needs. Once we get the scores over the summer, the program director and scheduling coordinator, make adjustments according to their NYSESLAT results. We also use this time to program students who are new to the school (and continue to do this as new students join our community). While the NYSESLAT results have their function, we have found that writing samples, reading assignments, performance indicators across content, results of other standardized test (NYS Exams and Regents), and classwork.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   Paste response to question here: In general, and with only a few exceptions, our students perform better on the speaking and listening portion of the NYSESLAT than the reading and writing portion. We imagine that this is not surprising considering that basic interpersonal communication skills (BICS) tend to develop sooner than cognative academic language proficiency (CALP). Also, as a small school, with small classes, particularly ELL classes, that emphasizes experiential and discussion based learning, our students naturally do a lot of speaking and listening. As a result, we have conscienciously increased the amount of reading and writing our students are doing, both in their native language and English, and across the curriculum. Our ELL teachers have been working with our literacy coach and ELA team to improve their reading and writing instruction, incorporating in the Common Core standards into all their work.

4. For each program, answer the following:
   a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

What we have seen in the past is that students who take a Regents exam in English do approximately as well as those who take it in their native language. What this shows is that their content knowledge and English language proficiency develop somewhat in tandem, because of our emphasis on content-based language instruction. Students with higher levels of English language proficiency develop more content knowledge at the same time, and this is reflected in their Regents exams results. Additionally, since we do not have a dual language program, our students are primarily being taught the content in English, though they may have reading material and other supports in their native language. On the other hand our ELLs who are newer to the country and stronger in their native language literacy skills are often stronger students overall. Many of our students who are long term ELLs have not passed the NYSESLAT because their skills are low in both languages, and not necessarily because of English language. However, it is important to note that the second most common native language of our ELLs is Arabic, and the standardized exams are not offered in this language, so the option of taking the test in their native language is hampered. As we have transitioned to be a consortium school, our students will no longer be responsible for taking the Regents(with the exception of English), so we plan on seeing more proficiency in English as they present their findings in each content area in their final graduation level PBATs. When necessary we obtain the services of a translator to assist these students, and will continue to do so.

We are not currently using the ELL periodic assessments. Instead we use teacher developed formative and summative assessments to evaluate students learning and understanding. The principal meets every other week with the ELL team to discuss student progress and issues specific to ELLs. Part of our work involves looking at student work, looking at lesson and unit plans, and doing intervisitations to support the work of the other ELL teachers. As a school, we consider the ELLs one of our most important sub-groups. Though a small school, we have three certified ESL teachers, far more that other schools with similar populations.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

   Paste response to question here: N/A

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

   Paste response to question here:

   Early in the year a dictionary unit emphasized fundamentals of translation and organization in presenting information. This concluded with the construction of a table of contents for their own portfolios to give them pride in their work and to appreciate the chronological progression of their language acquisition.

   - Whenever possible, graphic organizers and visuals are included, as well as the opportunity to sometimes read material in their own language or write in their native tongue and then utilize translation software.
   - In the ESL classes, especially with the beginners, we try to conquer shyness with many projects that have a performance element so they can allow themselves to improve their command of reading, speaking and conversing.
   - Finally, students are required to reflect on classroom activities, to paraphrase and frequently free write for the maximum practice in language production, not just intake.

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the target language?
   b. What is the level of language proficiency in the target language for EPs?
   c. How are EPs performing on State and other assessments?

   Paste response to questions here: NA

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

   Paste response to question here: As stated above we have demonstrated some success on external measures, with some of our ELLs passing and exemplary grades on State Exams and Regents. We determine our struggles using similar measurements. When our ELLs are able to perform similarly to non-ELLs, and were are able to have them in mainstream classes, instead of stand alone ELL classes, we see that as success for our program. Other measures of success include, solid grades in all their classes, growth on standardized and teacher-created assessments, attendance, and comparable academic growth as our non-ELL students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

   Paste response to question here:

   New students entering Lyons Community School are identified as ELLs, former ELLs, SIFE ELLs, IEP ELLs or non ELLs based on the status they were assigned at their previous NYC DOE school. Families of students from outside the NYC DOE enrolling new for the fall semester then complete the HLIS in English or in their home language with the assistance of a trained pedagogue, typically the ESL Coordinator.

   New families entering Lyons Community School over the course of the school year make their first stop in the guidance office, after having selected or been assigned to Lyons Community School by the Enrollment Center. In the guidance office, they are interviewed by a parent coordinator. A trained pedagogue helps the family fill out all the paperwork necessary to get their child or children started at the school. This paperwork includes a Home Language Identification Survey (HLIS). If the parents indicate that they aren't able to speak or read English, the trained pedagogue prints a copy of the HLIS and the parent brochure in the family's home language. If there is no HLIS available in the family's home language, the trained pedagogue calls the NYC DOE translation service for assistance.

   If the HLIS indicates that the child is an ELL, a trained pedagogue conducts an informal interview of the child and the family. If trained pedagogue's assessment is that the child is indeed an ELL in need of ESL services, the family is given an orientation to the types of programs and services available to ELLs in New York City public schools. This orientation is conducted in the home language and includes a video presentation, also in the home language where available. After discussing the possible program choices with the ESL coordinator, the family formally states which program they wish their child to participate in by completing the Program Selection Form. The School Secretary opens the student's cumulative file. The original HLIS and Program Selection Form are kept in the student's cumulative file. A copy of each aforementioned document is also kept in an ESL compliance binder, available in the school's main office.

   The student is then given the LAB-R in English and, if Spanish-speaking, the LAB in Spanish by an ESL teacher within the first ten days of the enrollment date. The ESL department chair keeps a record of the student's preliminary LAB-R scores in the ESL Compliance Binder. The ESL department chair uses these scores to set a preliminary placement and delivers the student's test answer documents to the Borough Assessment Implementation Director at 131 Livingston Street in Brooklyn. The official LAB-R scores provided by this office are reviewed by the ESL Coordinator and the Principal to ensure that the proper placement has been made.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

   Paste response to question here: If the HLIS indicates that the child is an ELL, a trained pedagogue conducts an informal interview of the child and the family. If trained pedagogue's assessment is that the child is indeed an ELL in need of ESL services, the family is given an orientation to the types of programs and services available to ELLs in New York City public schools. This orientation is conducted in the home language and includes a video presentation, also in the home language where available. After discussing the possible program choices with the ESL coordinator, the family formally states which program they wish their child to participate in by completing the Program Selection Form. The School Secretary opens the student's cumulative file. The original HLIS and Program Selection Form are kept in the student's cumulative file. A copy of each aforementioned document is also kept in an ESL compliance binder, available in the school's main office.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

   Paste response to question here: Our school parent coordinator and secretary greet families who enter, and identify if they are ELLS or students with IEPS, or both. Then students and families are referred to our IEP teacher, who checks SESIS to see if there is evidence of IEP or special needs. People on the LPT are Minerva Cantor, Anais Alonso, Peter Litman, Sara Catilanotto, and Tom Snell.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

   Paste response to question here: All students are given the NYSITELL, and then paperwork is given to our school secretary and parent coordinator, who mail home parent notification letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).
   Paste response to question here: Parents are informed in additional letter that goes home with the parent notification letters.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
   Paste response to question here: We have several native speakers of Spanish on our staff, including two guidance counselors, two secretaries, and the parent coordinator. In addition, at least five teachers speak Spanish as a second language. Given these linguistic resources, Lyons Community School is equipped to explain program choices to any Spanish-speaking family. In the event a non-English-speaking, non-Spanish-speaking family arrives at Lyons Community School to enroll their child, Lyons Community School staff will make sure that the family has HLIS forms, program selection forms and ESL program brochures in their home language and that the video presentation on program choices is shown in the home language. If it appears the family has had difficulty understand the information, Lyons Community School will use the NYC DOE's phone-in translation service to make sure the family has received all the information necessary to make an informed decision. Lyons Community School will provide this information to the families within ten days of enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
   Paste response to question here: Parent coordinator and receptionist reach out to parents of identified ELLS to ensure parent surveys and program selection forms are returned. They then pass those forms to the ESL department chair, who ensures students are in the right program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
   Paste response to question here: Same as above.
9. Describe how your school ensures that placement parent notification letters are distributed.
   Paste response to question here: ESL teachers who teach all ELLS at least once per day, check with students each day in class.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
    Paste response to question here: They are kept in their cumulative folders.
11. 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.
    Paste response to question here: We use the RLER report from ATS to determine who is eligible to take the NYSESLAT. The ESL Coordinator then creates a NYSESLAT testing schedule for all grades to ensure students are given all four sections of the test. Included in this process are coverages of our classes to ensure that instructors are available to proctor, make up days to allow us to test students who were absent the day of the test, and room assignments that guarantee undisturbed space for test administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
    Paste response to question here: Entitlement letters are generated by the ESL Coordinator and given to the Parent Coordinator to be distributed to families. Copies are retained in the ESL compliance binder.

    During the parent orientation, parents watch the parent orientation video, discuss program options among themselves or with our staff, and complete the Parent Survey and Program Selection form. In cases where the parent is not able to attend an orientation and the forms are not returned by mail, we note that the default selection is TBE and update our records accordingly. These forms, along with entitlement letters, are stored securely in the ESL compliance binder, which is in the custody of the ESL Coordinator.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
    Paste response to question here: Parents tend to ask the school what they recommend, and we explain what our programs look like, and they tend to choose free standing ESL classes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

Freestanding ENL program. ESL instruction is mostly self-contained, though we use the pull-out model to a smaller extent. Beginner and Intermediate ELLs get self contained instruction at some point during their day, for 1-2 hours a day. Occasionally, students are pulled out of a class to address specific needs, but this is not norm. Self-contained classes are delivered by a licensed ESL teacher.

Self-contained classes are leveled, including a class for newcomers and beginners and others for intermediate to advanced students. ELL students are programmed to travel in a homogeneous cohort in each grade, which itself is part of a larger cohort that travels together and includes both ELLs and non-ELLs in each respective grade.

ESL teachers at Lyons create and tailor their materials and curricula according to the needs of their students. Although no uniform textbook for ESL is employed, ESL teachers instruct their students in reading in English using ELL grammar text-books and fiction books designed for English Language Learners, such as those published by ORCA Press, Oxford University Press, and the Penguin Readers series. The staff are careful to choose books which feature age-appropriate themes, illustrations and typefaces, yet are written at reading levels that make text comprehensible even for beginners.

We also use thematic connections across courses in the humanities to build background and foster interdisciplinary connections. In some cases the teachers create their lesson materials and in others they use textbooks. In the latter situation, texts in the students' home language may used in tandem with the English-language textbook.

a. TBE program. *If applicable.* NA

Paste response to questions here:

b. DL program. *If applicable.* NA

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Our ESL courses meet either four or five times a week for one hour. There are two middle school-specific classes, four high school-specific classes, and one class that spans all grades. Based on their proficiency band, and where we feel the students will have the most success, we assign students to the courses that meet their needs. A student who needs 180 weekly minutes of ESL will typically be assigned one class (240 - 300 minutes), though in some cases will take two ESL classes. Similarly, a student who needs 360 weekly minutes or more will get two ESL classes, and sometimes three (480 - 780 minutes).

The Program Director, Principal, ESL Coordinator, and Schedule Coordinator work our a selection of ESL courses that can meet all students' needs, and collaborate with grade team leaders at the beginning of each semester to ensure that all ELLs are programmed for the appropriate courses. In almost every case, our ELLs receive more than the required minutes of instruction every week, and frequently have access to an ESL instructor in non ESL courses as well, such as Anthropology, Art History, Furniture Design, and Field Studies.

3. Describe how core content is delivered in each program model. 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.

Paste response here: Subject-area content other than ESL and Spanish is delivered in English. Content teachers confer with ESL instructors to integrate additional time or focus on required material. To help teachers who work with ELLs and content-based instruction in mainstream classes, the ESL department gives a professional development session to all content area

teachers in the spring. During these sessions, teachers learn and practice methods and strategies for making content comprehensible for ELLs. The methods include but are not limited to:

- Write newly introduced concepts in large, clear letters on the board
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into the unit
- Translate lengthy texts into native language

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention.

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

Paste response to question here: We administer the Spanish LAB, when appropriate, and make the same determinations about other students based on informal interviews with the student and their family, based on evidence from their previous educational records, and based on observation and assessment of their native language reading and writing levels during independent reading.

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

Paste response to question here:

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: SIFE students receive basic instruction on how to read and write. ELL SIFE students receive instruction on reading and writing using the Latin Alphabet, the writing system shared by many languages throughout the world, from both ESL and ELA teachers. ELL SIFE students are also included in all regular classes as well as ESL class. As we work on their basic literacy, we sometimes modify unit projects in order for them to be able to display their learning through visuals or auditory recordings. This allows SIFE students to be included in course work with their peers while giving them a chance to show their learning and achieve success in their class work.

ELLs with Fewer than Three Years in US Schools (newcomer ELLs) receive instruction in all subjects as well as ESL. They may also receive some test preparation for acuity testing to habituate them to the US model of testing and tracking, which they may or may not be familiar with in their home countries. Students who are highly literate and at grade level in their home language can benefit from these interventions. Students who are significantly below grade level in their home language are given access to FastForword, a computer-based literacy building curriculum, under the supervision of an ESL teacher.

Borderline Long Term ELLs, ELLs with four to six years of service, are included in all course work, including ESL. The ESL teacher partners with subject-area teachers to focus on these students to provide them with extra subject-area vocabulary. The ESL teacher also pushes into classes to make sure these students are preparing to test out of ESL via the NYSESLAT. The ESL teacher uses data to learn which of the four modalities needs the most strengthening for each of these students, and works on that area with each student.

Students having received six or more years of ESL services, in other words Long-Term ELLs, usually, though not always, fall into one of three categories: SIFE; SWD; or students with family/ attendance issues Recognizing that each student is unique, our school tries to understand the reasons why a student would need more than six years of ESL services when so many students advance rapidly in English. In these cases, we might use push-in ESL, counseling for students with family issues, and literacy interventions for students who have lagged seriously behind in their reading levels in both English and Spanish. The ESL teacher works with the school inquiry team and attends their regular meetings to address the specific challenges these students are facing and provide interventions designed to help them move forward.

The ESL coordinator evaluates former ELLs on a case-by-case basis and checks in with them bi-weekly during Advisory to make sure they progressing towards graduation and getting the support and services they need. When necessary, he will conference with a student's teachers to assist them in delivering the most effective instruction to a former ELL, or advocate for that student's needs, as appropriate.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

   Paste response to questions here: Our programming team meets with the student and redoes his or her program, to fit his or her needs the best way possible.

8. 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?

   Paste response to question here: At all levels, and across all disciplines, Lyons teachers collaborate to ensure that each student receives instruction that reflects both grade-level and Regents-based content, and the individual needs of the student; in some cases students are taught in sheltered-content classes taught by ESL teachers, and in some cases the ESL teacher consults with the classroom teacher to modify either the content itself, the instructional approach, or the assessment. The ESL team meets every other week to discuss individual students and each team member's work on curriculum and instruction.

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

   Paste response to question here: ELLs with IEPs get the full attention of the special education department, which includes both grade-specific and content-specific learning specialists. Their programs are designed to place them in a cohort of students with similar needs, and to give them maximum access to the instructors with the greatest likelihood of effectively supporting them to reach their IEP goals. The special education department chair and ESL coordinator, with support from the assistant principal, review the program of every ELL-SWD at the beginning of the year to be sure that all their needs have been considered. Throughout the year, we make program changes as needed in response to student achievement as needed.

   All of our SWDs have least restrictive environments for all of their classes, including additional support staff in some classes as dictated by their IEPs. All special education courses at our school include students with and without IEPs. SWDs are fully integrated with non-disabled peers throughout the school day in both academic and non-academic settings.

Chart 5.1

*Note "*other approved services*" does not apply to New York City at this time.

Chart 5.2

*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Paste response to question here: Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLS, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

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

Paste response to question here: • The beginners just finished a unit on phonetics, concentrating on vowel sounds. They were able to match the sounds with words from their available lexicon and illustrate them in a software program that allowed them to add voice and pronounce the word and the sound. They worked in groups and independently. They all completed their work uniquely and increased their meta-lingual cognition as well as their functional language. Identifying the diversity of English vowel spelling

will benefit their writing in all classes. They are now focusing on sentence structure, scripting words to illustration only stories, aiding their grasp of grammar as well as story sequencing and image interpretation and comprehension.

- The intermediates finished a unit on the interpretation of sign and symbol, scripting the story of their country's flags and then interpreting their own dreams via 20th century ideas of the unconscious. Currently they are adapting Washington Irving's Legend of Sleepy Hollow, discussing ideas of horror, genre and character, preparing for a videotaped performance. They are toggling between 18th Century vocabulary and their own vernacular to create effective drama.

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

Paste response to question here: Last year we increased the amount of leveling we do with ESL, and concentrated more of our traditional ESL course hours on newcomers and the beginner ELL's across grade levels. We introduced a Global History class specifically for beginner ELLs. We are investing more class time in reading narratives with historical connections, memoirs of historical figures, and graphic adaptations of classics. We believe that with increased exposure to narrative, both fiction and nonfiction, students find more opportunities for authentic expression in English and a greater motivation to understand the historical context of stories they understand. This year we also introduced more pull-out and push-in support for 9th grade intermediate and advanced ELLS in English, Global History, and Living Environment.

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

Paste response to question here: We are not discontinuing any programs this year.

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

Paste response to question here: By programming ELLs for all their regular classes with the addition of an ESL class and using ESL pull-out very infrequently, we provide our ELLs with equal access to all the programs available to non-ELL students. ELLs are also involved in after-school activities, such as Homework Help, Visual Arts, Intramural Sports, Extramural Sports teams, Dance and Step Groups, Drama, Community Service, Community Gardening and many others. Current ELLs are often encouraged to join these groups by former ELLs who are bilingual in both the current ELLs' home language and English. The intermingling of these non-native speakers of English with groups of native speakers of English and bilingual speakers while doing a specific activity for which the instructions are always given English can be an excellent learning opportunity for ELLs. In addition, sometimes ELLs take the lead in designing or directing arts performances for mixed groups of ELLs and non-ELLs, giving them a precious opportunity to use English in an authentic setting.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here: As described above, our teachers create their own materials, based on their own curricula, which are tailored to meet students' specific needs. We use Teacher Dashboard to support students to create digital portfolios for their classwork. We are beginning to use Fast Forword, a literacy-based interactive computerized curriculum. We have a wide variety of reading materials at all levels.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here: The ESL class libraries also provide a collection of Spanish and Arabic books at various levels from early readers to young adults. Computer resources are also integral to providing native language support. In addition, Spanish-speaking high schoool students have access to a special elective for heritage speakers. This class focuses on reading literature and learning cultural information about Latin-America, Spain, and Spanish speakers throughout the world at an appropriate Spanish reading level, as well as written responses to the reading.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here: We use materials and resources designed for appropriate age and reading levels. We consider the reading level a more useful guiding factor than the actual grade level of the student. Therefore, for an older student needs materials that are below his or her grade's normed reading level, we supply and continue to order high-interest/ low-reading-level materials for students in their age-range. We use these principles when planning instruction and ordering materials and offering support for both ELLs and non-ELLs. We also use graphic novels to enhance students comprehension of content, where appropriate, and teach literacy strategies to ELLs which help them understand the features of informational text.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: Besides newcomer dinner and start of year picnics we have a MAP selection day where the students choose unique project based classes to augment their schedule. New students are introduced to their classes and greeted

by all students, practicing informal conversation and exchanging basic information such as country of origin and grade level, as most of the ESL classes are of mixed grades. In addition, new ELLs are frequently assigned a peer mentor, usually an older student and former ELL, to assist in their integration into the school environment.

19. What language electives are offered to ELLs?

Paste response to question here: We have a course in Spanish for heritage speakers, which includes many ELLs. Other ELs take Beginning or Intermediate Spanish.

20. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Paste response to question here:

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here:

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here:

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

Paste response to question here: 1.The ESL teachers at Lyons will participate in in-house literacy and reading training with the general staff and will be participate in at least one ELL-focused professional development session outside of the school during Professional Development days over the course of the school year. During our orientation week, members of our ESL team provided workshops to staff, focusing on literacy and readers/writer's workshop. Staff attending discussed and explored issues of anxiety and apprehension. In addition, ESL staff members visit weekly grade team meetings to train and troubleshoot with teachers. All paraprofessionals and deans participate as well in scheduled professional development centered around ESL issues. All members of the ESL team as well as our office staff, are well versed in intake procedures.

2. All ESL teachers receive training in the Common Core Learning standards along with the rest of the staff. Our entire middle school is already fully CCLS aligned, and our High School staff, is making the switch more gradually, but in time with the rising students.

3. The ESL teacher and the guidance counselor advise them on the high school application process sometimes advising them to go to an specialized school that will meet their specific needs. Parents are also provided with PTA and curriculum night workshops about what they can expect during their High School years. Additionally, families of students entering Middle School from their Elementary School years participate in the same types of sessions.

4. Teachers work in grade teams and departments as well as full staff professional development. The work we do always includes supports for ELLs and students with IEPs as part of the general work of our school. As a school with a high percentage of both ELLs and students with IEPs our lesson and unit planning always takes this work into consideration. ELL teachers work in tandem with the various groups of teachers, both providing PD and support as well as discussing the individual students who are ELLs at length. All teachers of ELLs who are not ESL Certified participate in instructional sessions given by the ESL teachers to learn and practice using best practice methods for ELLs in their classroom, and our Middle School Literacy Coach works with the ESL teachers to ensure that there is continuity and agreement between English Language Arts classrooms and ESL instruction. These sessions have been described above. Instructional sessions are created and delivered by the ESL teaching staff and designed to help teachers who are not ESL Certified

support the ELLs at the school. These sessions are giving during Professional Development days. Records are reflected in the Professional Development Calendar, and in sign-in sheets and attendance records for staff.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   Paste response to question here: Each advisor reaches out to each family each cycle, checking in on the students' progress and seeing if we at school can do anything to support the child and family in the next few weeks.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.
   Paste response to question here: Meeting logs are kept electronically in our parent-contact tracker. Meetings are held in person, and frequently over the phone.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   Paste response to question here: Parents are involved in the school primarily through the Parent-Teacher Association. The PTA comes up with ideas to support the school and what it needs to support the children. The PTA also addresses the needs of families by involving them in the college planning process and offering useful seminars, such as financial planning meetings run by certified financial planners. Parents of ELLs are invited to participate and do they do participate in PTA meetings and activities. Parents of ELLs also receive regular phone calls and letters from teachers and advisors, either English or in their native language, as per their choice, regarding their students' progress.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
   Paste response to question here: We partner with the Brooklyn Public Library for both ELLs and parents of ELLs. The BPL provides literacy services for parents of ELLs and their children. Not only do our ELL students and parents make use of the services offered by the library, but representatives from the library come on site to make sure students have access to all the available services.

5. How do you evaluate the needs of the parents?
   Paste response to question here: During intakes of new ELL students we informally (as well as formally) interview parents to learn as much as we can about their goals and needs. We also query the parents directly at PTA meetings and through phone calls about what they need. Through our advisory system, and through our ELL teachers, families of ELLs are given explicit support for theirs and their children's needs, whether they be academic, social-emotional or political.
6. How do your parental involvement activities address the needs of the parents?
   Paste response to question here: By asking parents directly what they need from the school, we try to provide parent services that correspond to parent need within the limits of our school's budget and staff resources. By maintaining consistent contact with families, we can remain attentive to the ongoing and changing needs of our students and their families.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

Part VI: LAP Assurances

School Name: Lyons Community School		School DBN: 14K586	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Taeko Onishi	Principal		10/30/15
Sarah Schauben-Fuerst	Assistant Principal		10/30/15
Minerva Cantor	Parent Coordinator		10/30/15
Tom Snell	ENL/Bilingual Teacher		10/30/15
Marilyn Ortiz	Parent		10/30/15
Peter Litman/ENL	Teacher/Subject Area		10/30/15
Laura Paddock/ENL	Teacher/Subject Area		10/30/15
Jody Madell	Coach		10/30/15
Dan Morgenroth	Coach		10/30/15
Carmen Acosta	School Counselor		10/30/15
Kathy Pelles	Superintendent		10/30/15

	Borough Field Support Center Staff Member		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 14K586 **School Name: Lyons Community School**
Superintendent: Kathy Pelles

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Arabic, Fulani, Bengali, Hatian-Creole, English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Handbooks, PTA Notices, Student Newsletter, Important Dates Sheet, After-School Program Information, Letters from Grade Teams. Distributed beginning of the year, end of each quarter, and at the end of the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family/Advisor Conferences, PTA Meetings, Advisor Phone Calls once per cycle(three weeks).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We speak the two languages that the vast majority of our ENL's speak. Our parent coordinator translates all written documents into Spanish, and one of our two Arabic speaking staff translate all written documents into Arabic. We use online translation for documents for all other languages, if necessary for current families. All translation is done in a timely manner, and translated versions are sent out at the same time as communication in English.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation is done by in-school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We include this information at our beginning of the year staff meeting, and at grade team meetings throughout the first two months.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Surveys, PTA meetings, and family/advisor conferences