

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M072

School Name:

THE LEXINGTON ACADEMY

Principal:

ANTONIO HERNANDEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Lexington Academy School Number (DBN): 04M072
Grades Served: Pk—7
School Address: 131 E. 104th Street NY NY
Phone Number: 212-860-5831 Fax: 212-423-1272
School Contact Person: Antonio Hernandez Email Address: AHernan7@schools.nyc.gov
Principal: Antonio Hernandez
UFT Chapter Leader: Stacy Ramos
Parents' Association President: Brittney Kelley and Lizet Flores
SLT Chairperson: Ashley Cussen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lizet Flores
Student Representative(s):

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 E. 120th Street NY NY 10029
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor NY NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Antonio Hernandez	*Principal or Designee	
Stacy Ramos	*UFT Chapter Leader or Designee	
Brittney Kelley	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lizet Flores	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cussen, Ashley	Teacher	
Flores, Lizet	Parent	
Moran, Berenice	Parent	
Ramirez, Adriana	Parent	
Rodriguez, Erika	Parent	
Sandler, Robin	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Thompson, Michael	Teacher/	
	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.

School Mission Statement:

As a comprehensive community school, the mission of Lexington Academy is to create and maintain an environment that ensures that every member of the school community reaches a high level of academic achievement as determined by local, state, and national standards. We commit to a comprehensive system of support to assure this outcome. We will accomplish this in a collaborative environment where all members of the school community are respected and valued.

School Demographics:

The Lexington Academy PS/MS 72 is located on 104th Street between Lexington and Park Avenues in the heart of East Harlem; serving a multicultural, multilingual community. Our schools serves 571 students in grades pre-kindergarten through 7th grade and is an ethnically diverse community comprised of 84% Hispanic, 14% African American, and 2% White. 20% of the students are English language learners and 26% are students with disabilities. To meet the needs of our diverse student population we provide instructional services in a variety of programs, including dual language classes, transitional bilingual education, and English as a second language. We also provide special education services across the continuum of services, including, self-contained, collaborative team teaching, special education teacher support services, and flexible scheduling. As a "whole"istic approach to educating the whole child, we provide a spectrum of services including speech and language therapy, physical therapy, occupational therapy, and family support services which is served by an onsite not-for profit community organization Union Settlement.

Collaborations:

At the Lexington Academy we recognize that to meet the needs of the whole child, we must partner with community based organizations to support students and their families in their social and emotional development as well as through enriching experiences (before, during and after school). Some of our biggest supporters include: Manchester Football Club--City in the Community, Asphalt Green, El Museo Del Barrio, Turtle Bay Music School, Midori & Friends, Cycle Kids, Randall's Island Park Alliance, East Harlem Asthma Center for Excellence, Union Settlement, and Children's Aid Society. Students receive additional family support services, arts and cultural enrichment as well as sports and academic supports beyond what the school is able to provide.

Glows and Grows:

Without detracting from the needs assessment in **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, this is an area of celebration for the Lexington Academy. Visitors to our school often comment that our school is a warm and welcoming place. During the quality review for 2014-2015 the reviewer commented on how "well versed the parents were about the school, not just their child." We have worked earnestly to meet and exceed Chancellor Fariña's vision for strengthening families. Teachers and administrators have been extremely creative in ways to use the parental engagement days so as to maximize parental engagement. The PTA has been incredibly accessible and highly visible encouraging parents to take an active role in a variety of ways, including workshops, PTA meetings, and celebratory events.

An area of growth that was recognized by the quality reviewer, and which we were rated proficient was QRI 2.2 Align Assessment to Curricular, and using ongoing assessments and grading practices, and analyze information from student

learning outcomes to adjust instructional decisions at the team and classroom levels. This recommendation is aligned with **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. As a result of the feedback garnered from our last QR, an area of focus for us will be rigorous instruction as defined in section 5A below.

Instructional Overview:

The Foundation of Literacy

At The Lexington Academy, we take a balanced approach to literacy. To reach that balance, teachers in Kindergarten, 1st and 2nd grades, incorporate a 30-minute daily Foundations lesson into their daily instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.

The Writer’s Workshop Model

At The Lexington Academy writing begins with a commitment to structuring our literacy day so that students have time to write, both long chunks of time, to work as professional authors do, cycling through the stages of the writing process and receiving the feedback that is essential to student growth, and also quick bursts of time for writing as a tool for learning across the curriculum. The Common Core Standards requires that students receive these opportunities to write. Through the writing workshop, students are invited to live, work and learn as writers. They learn to observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students receive direct instruction in the form of a mini-lesson and a mid-workshop teaching point. The teacher explicitly names a skill that proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to write, as they apply the skills and strategies they’ve learned. As students write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching. The teacher helps a writer imagine what the next challenge is, and equips that writer with the skills and strategies necessary to begin tackling increasingly more difficult writing projects ultimately striving for student independence in the writing process from beginning to end.

The Reading Workshop Model

At The Lexington Academy, reading begins with an assessment of our students’ reading levels (on an A-Z scale) and then channeling kids towards texts they can read; this approach is based on the work of Richard Allington. Our students select a stack of books, keeping them in book baggies, so they can progress from one book to another without wasted time. Students read in school and continue reading at home, carrying books between home and school. Most keep reading logs in which they record the data on their progress through books and the time spent reading, studying this data alongside teachers to ascertain patterns in their reading.

Highly effective instruction must always be grounded in assessment. As a school we utilize a web based tool, *Assessment Pro* , which has been adopted by more than half of NYC’s elementary schools. This tool allows teachers and school leaders to track students’ progress.

Mathematics

At The Lexington Academy we use the GO Math curriculum to support teaching and learning. Go Math is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of GO Math provide personalized and adaptive 21st-century instruction to ensure success. Acknowledging that no single “program” can meet all the needs of all learners, we also use components of Georgia Math

and our teaching is grounded in the math progressions identified by the University of Arizona. Teachers engage students in “Cognitively Guided Instruction” word problems engaging students in interesting complex mathematics stories. Our teachers use Number Talks regularly as introductions to the day’s mathematical practice, as “warm ups” for other lessons, or as stand-alone extended engagements with mathematical concepts.

Social Studies

As described in Raising the Bar, the New York City Department of Education is dedicated to making all students college- and career-ready. In Social Studies, The Lexington Academy works toward achieving this goal through rich content, unifying themes and big ideas in history, geography, economics, civics, citizenship and government, integrated with Common Core literacy standards. The Common Core Library and EngageNY provide information on New York’s transition to the Common Core Learning Standards, which require students to ground reading, writing, and discussion in evidence from text, at the Lexington Academy our teachers use mentor text to support the learning of Social Studies. We use the K-8 Social Studies Scope and Sequence to align our instructions, projects, and field trips to the New York State Common Core Learning Standards.

Science & Health

Science process skills are based on a series of discoveries. We believe that students learn most effectively when they have a central role in the discovery process. Inquiry and process skills are an integral part of each unit of study found in the Foss Kit. The application of these skills allows students to investigate important issues in the world around them. These process skills are incorporated into students’ instruction as developmentally appropriate. The health of our students is of utmost importance at The Lexington Academy. Children partake in a range of activities including weekly physical education classes, programs such as mighty milers, tennis, soccer, swimming, cycling, basketball, and move to improve in the classrooms, and trips to the farmers’ market. Our health initiatives have led us to become the recipient of a Platinum Award for Excellence in School Wellness for 2 consecutive years.

Arts

The Lexington Academy is proud to provide a solid and well-rounded foundation in the arts preparing our students with creative constructive thinking skills as well as the ability to see the world through the beauty of the arts. The Blueprint provides a standards-based rigorous approach to teaching the arts. It gives the Lexington Academy students the opportunity to delve deeply into a variety of subjects, while giving their teachers the latitude to create an instructional program that demonstrates student learning over time and in varied dimensions. More importantly, the sequential study of art, music, and theater helps our students achieve both a vocation and an avocation. Their ongoing work enables them to apply for advanced study or for jobs in the arts-related industries that are so important to the economy of New York City. It also provides them with a source of lifelong enjoyment as they become the future audience and performers for and of the arts. At the Lexington Academy the arts motivates students to go beyond the walls of the classroom and encourages them to take advantage of the rich resources available across New York City in museums, concert venues, galleries, performance spaces, and theaters many of which our students have been active participants and presenters.

04M072 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K, 01,02, 03,04, 05,06	Total Enrollment	562	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	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		96.6%	% Attendance Rate	91.3%
% Free Lunch		88.8%	% Reduced Lunch	2.2%
% Limited English Proficient		17.4%	% Students with Disabilities	24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	14.8%
% Hispanic or Latino		81.2%	% Asian or Native Hawaiian/Pacific Islander	1.2%
% White		2.4%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.75	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.8%	Average Teacher Absences (2013-14)	5.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.4%	Mathematics Performance at levels 3 & 4	23.0%
Science Performance at levels 3 & 4 (4th Grade)		72.4%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
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		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		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (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		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (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		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		N/A		

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.

At The Lexington Academy, our students are provided with rigorous and challenging instruction in all areas. Our teachers needed a way, particularly in mathematics, to assess the needs of our students and provide support and instruction in areas of students’ weaknesses. Although rated proficient in QRI 2.2 Align Assessment to Curricular, our teachers need more support and professional development in order to progress to the next level.

The essence of our school is teamwork and collaboration. Our grade teams spend many hours planning and analyzing their lessons before implementation. Their attention to details enables them to deliver well-organized, engaging and rigorous lessons that are aligned with the Common Core Standards.

In order to better meet students’ needs, the teachers wanted a way to work on streamlining their mathematics instruction and assessments. They needed a way to use their collected data and drive instruction so that all learner’s needs were being met.

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.

S - By March 2016 100% of all teacher teams will create rigorous, aligned, and common mathematics assessments for grades pre-Kindergarten to 7th grade, using Bambrick-Santoyo’s model of Data Driven Instruction.

M -This model for instruction, assessment, and analysis will increase the NYS Mathematics score of our lower one-third by 20% in 2016.

A - Professional Development Mondays’ will be dedicated to analyzing data and honing our instruction to maximize student learning and growth.

R - Increasing our students’ mathematics aptitude is imperative for them to be college and career ready.

T -September 2015 we will begin our assessment cycle with a Beginning of the Year assessment for all K-7 students. By March 2016, the school will have all the assessments created, aligned, and reflective of the rigor set forth by NYS. Interim Assessments will be administered and analyzed pre- and post-module (unit). A Middle of the Year Assessment will be given to show progress from September to January. In June 2016, the End of the Year Assessment will be administered and analyzed for grades PK-7.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will base our work on Bambrick-Santoyo’s <u>Data Driven Instruction</u>. Professional development on Monday afternoons will be dedicated to analyzing student work and data. Monthly mathematics professional development with our consultant, Dr. Liz Irwin, will continue. There will be support from the math coach, principal and the assistant principals.</p>	<p>teachers, math coach</p>	<p>Sept. 2015 to June 2016</p>	<p>math coach, principal, and assistant principals</p>
<p>Results from the analysis of data will pinpoint areas of weakness for all students, including ELLs and SWDs. Teachers will work with small groups, differentiate instruction and homework to support the students’ needs.</p>	<p>teachers, students</p>	<p>Sept. 2015- June 2016</p>	<p>teachers, math coach, principal, and assistant principals</p>
<p>Parents will be made aware of our initiative at September’s Open School Night and at the PTA meetings.</p>	<p>parents, teachers students</p>	<p>Sept. 2015</p>	<p>principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Math coach will be dedicated to support all teams PK--7. Math Consultant from Southern Cross Consultancy will work with math coach, teacher teams, data team, and administrators to support the rigor of assessment.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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A Middle of the Year Assessment (Late January to early February 2016, depending on the grade's math calendar) will be administered and analyzed to PK - 7 to show progress from September to January.

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.

The SLT feels it is imperative to increase student attendance from 92% to 97%. When students feel connected to the adults in their school setting, they attend school regularly and have the most academic success. Attendance for students is imperative, and ties directly into making students feel safe, supported and challenged. Student attendance has a direct correlation to student engagement, thus impacting student achievement.

Students form important habits early, as they begin to develop responsibility to come to school on time and be prepared and ready to learn. Lexington Academy’s school setting provides a unique and supportive environment in which students learn to assume more personal responsibility as they grow academically, socially, and emotionally. Teachers, administrators, counselors, and other support professionals assist in helping students adjust to routines, learn expectations, and develop academic and social competence. In order for students to be successful in school, they must attend school daily.

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.

S - Student attendance will increase to 97% from the current 92.18%

M - Monthly PARs will be examined for progress monitoring in addition to bi-weekly meetings to analyze individual student improvement.

A - Acknowledge student attendance at monthly respect rallies and PTA meetings.

R - Student attendance directly impacts student achievement including habits that will affect college and career readiness.

T - Effective September 2015 through June 2016 student attendance will be monitored using the categorical student attendance report. The goal will be to maintain a minimum of 97% attendance effective in September/October.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School-wide attendance policy will be enforced by the Attendance Support Team. The attendance policy will be distributed to all families at the first Meet and Greet meeting, the first PTA meeting in September. and will be published online at our website at www.lexingtonacademy.info</p>	<p>Students, parents, teachers, and administrators</p>	<p>September-June</p>	<p>The principal, assistant principals, school social worker, parent coordinator, parents from the SLT, community coordinator, attendance officer, and school nurse will each play a vital role in reaching the minimum 97% mark.</p>
<p>Home visits, medical, social, and emotional supports will be provided by specific school personnel, including but not limited to school social worker, counselor, attendance officer, community coordinator, parent coordinator, principal and assistant principals.</p>	<p>Students, Parents</p>	<p>September-June</p>	<p>The Attendance Team.</p>
<p>In keeping with the PBIS model of our school, awards and recognition will be provided to students meeting or exceeding the goal. Parents will receive a letter directly thanking them for their support in helping their child meet/exceed the goal.</p>	<p>Students and Parents</p>	<p>September-June</p>	<p>SLT and School Principal, parent coordinator and PTA.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Attendance team (AIDP) resources as available will be used to achieve this goal), parent support through the SLT and the PTA will be the major human resources to support the goal.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

The attendance team will evaluate student attendance on a bi-weekly basis. Students will be categorized as follows:

1. Severe plus <39% attendance
2. Severe > 40% but up to 79%
3. Chronic 80% to 88%
4. At Risk 89% to 96%
5. Satisfactory 97% to 100%

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.

Collaboration and professional development are embedded into the school culture of Lexington Academy. The school’s schedule is designed to support such teamwork and development of teachers. Each grade-level team is scheduled to have five common preparation periods, and a weekly professional development period. During common preparation periods, teachers meet as a team to plan, design assessments, analyze data, and look at student work to inform and revise instruction. Ongoing professional development is provided to staff through a variety of means, all designed, to meet the affective, cognitive and behavioral needs of the adult learner. Teachers participate in cycles of literacy professional development supported by Teachers College Reading and Writing Project, as well as, math professional development supported by Dr. Liz Irwin, Math Consultant. This school year, teachers began embarking on one of the highest forms of professional development--“teachers teaching teachers.” Our teachers provided professional development to one another on a wide range of differentiated topics from SMART Board training to strategies for supporting students with speech and sensory issues. In addition to the extensive professional development that teachers receive, many teachers collaborate as members of school-wide teams, such as, Teacher Leader, PBIS, RTI- A, and Mathematics. In fact, this is an area of celebration for our school as we received a rating of well-developed on QRI 4.2.

In discussion with the Teacher Leader Team, it was decided that the next step we would take as a school to continue to increase collaboration and professional development, would be to develop structures and systems for conducting joint classroom learning walks (walk through) between administration and staff. This determination was supported by the findings of administration, after the reviewing of data and reports gathered from classroom observations. The conclusion was reached that, teacher performance and student achievement, would be enhanced by having teachers observe best practices of one another. We believe this goal will allow teachers the opportunity to participate in professional development within a culture of respect and continuous improvement, and support them in contributing to the success of classrooms and the school. Collaborative classroom learning walks allow for the following:

- Drive a cycle of continuous improvement by focusing on the effects of instruction.
- Administrators and teachers can gather data, which can be used to promote collaborative dialogue regarding instruction between teachers and administrators.
- Serve as a strategy for providing a school, not an individual teacher, with feedback about what is and is not working.
- The data collected allows the school as a whole to make informed decisions regarding, professional development, planning and preparation, classroom environment and instruction.

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.

S. By June 2016, 100% of teaching staff will have participated in a minimum of 3 collaborative learning walks, focused on specific “look-fors,” that will increase teachers sharing of best practices; increased awareness by administrators and teachers of what is happening in classrooms; better understanding of curriculum gaps and inconsistencies; better understanding of professional development needs; improvement in the quality of student work; improved quality of conversations around instruction; and continued development of a common language around instruction.

M. Following each collaborative learning walk, the learning walk team that conducted the learning walk will debrief the walk and complete a “debriefing form”, that names what was observed, wonderings, trends, personal take-aways and school take-aways. Debriefing forms will be put in a shared google doc that all staff can access. Once a month, at a Teacher Leader meeting, participants along with administration will analyze the debriefing forms to determine school-wide trends, take-aways, questions and implications.

A. This goal is achievable as we will develop a structure for collaborative learning walks that will include a “Blueprint for Learning Walks.” The Blueprint will delineate the norms, routines and roles/responsibilities for learning walks. An instructional “look-for” and schedule of teams that will conduct learning walks and teachers that will be visited will be determined in advance and communicated to all participants. Additionally, before “officially’ beginning a cycle of learning walks this goal will be unrolled to all staff and they will have an opportunity to go on a “practice” learning walk.

R. Based on teacher input and data gathered from classroom observations, this goal supports the needs of our school to continue to embed professional development as a means to improve teacher practice and increase student achievement. Learning Walks will give administration and teachers relevant, real-time data related to their practices.

T. By October a “Blueprint for Learning Walks” will be developed by the Teacher Leader Team in collaboration with administration. By the end of October, Teacher Leaders will turnkey this initiative and the Blueprint to their colleagues in order to establish clear expectations related to the purpose and process of learning walks. Additionally, they will facilitate a “practice” learning walk. By November, the first “look for” will be determined in collaboration with teachers, a learning walk schedule will be developed and disseminated to staff, and we will begin our initial cycle of collaborative learning walks.

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: <ul style="list-style-type: none"> • 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?
Research best practices for using classroom walkthroughs to improve instruction.	Teacher Leaders	September	Principal, Assistant Principals
Discuss and design a “Blueprint for Learning Walks,” that includes norms, procedures/routines and roles. Additionally, design a note taking form for observations and a debriefing form for post walk through reflections.	Teacher Leaders	September	Principal, Assistant Principals
Turnkey the goal of collaborative learning walks to all participating staff. Have staff and administration participate in a “practice’ learning walk. Use data from “practice” learning walks to make any necessary revisions to the “Blueprint for Learning Walks.”	All teaching staff Principals Assistant Principals	October	Teacher Leaders Principal Assistant Principals
Begin cycles of collaborative learning walks. Once a month meet with Teacher Leaders to reflect upon and debrief data gathered from all learning walks that were conducted during a given cycle.	All teaching staff Principal Assistant Principals	Ongoing from November to June	Teacher Leaders Principal Assistant Principal

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.											
Specialized schedules will be created to facilitate the learning walks. Teacher Teams will be scheduled to allow for leadership work. Instructional focus will be determined collaboratively and based on data.											
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	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st 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.

The mid-point benchmark will be November. In November we will assess and evaluate the preliminary components of the learning walks, i.e., teacher team input, blueprint, and scheduling.

Other progress monitoring benchmarks will take place in November, February, 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.

As a school we follow the Teachers College Units of Study for writing and implement with fidelity the writing program in each classroom. All students in grades kindergarten through 6th grade have been immersed in the writing process. Teachers have received professional development in the balanced approach to writing. Teachers have very clear structures for supporting the writing process in the classroom including the use of rubrics, individualized checklists to support student independence, stamina, and volume. The curriculum is a balance of nonfiction and fiction. Teachers plan process and anchor charts that support ELLs and SWDs. They hold conferences with their students and maintain records of their conferences to inform next steps. At the last QR the reviewer recognized the coherence of instruction, the teacher teams, and the unit plans. The reviewer noted that a strength of our school was in the area of literacy, rating us well-developed in curriculum and instruction.

However, as a school, our specials (clusters) have not been immersed in the Teachers College Reading and Writing Project Professional Development. As a result there has been a gap in the amount of writing that is produced in the general classroom as compared to the writing in the specials’ classroom, art, music, science, drama, and physical education.

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.

S. By June 2016, 100% of specials (clusters, i.e., music, drama, physical education, art, and science) will participate in professional development on writing within the content area, resulting in increased student writing across genres with a major focus on nonfiction based writing such as informational writing, biographical, and historical writing.

M. This goal is measurable in that we will be able to actively look at student work products to assess the impact of instruction and make adjustments as necessary. Student work products will be closely monitored against the universal TC rubrics. Student achievement will be measured against their on-demand writing followed by a final independent piece of writing thus measuring impact of teaching on their writing.

A. This goal is achievable as the schedule will provide dedicated time for all specials to meet with the principal and assistant principals for support as well as support from the classroom teachers in planning and preparation for the specific genre using the TC units of study/books for writing.

R. Based on school needs and district focus, this goal supports the needs of our students to be immersed in independent writing that increases both stamina and volume.

T. By December all content area teachers will have at least one published piece of writing. By March all content area teachers will publish their 2nd piece of student work. By June all content area teachers will produce the 3rd piece of writing.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The literacy coach, APs and principal will provide professional development in unpacking the units of study that can be easily applied to the specials’ area of discipline, i.e., procedural/how to; biographical; and informational.</p>	<p>Specials and students</p>	<p>September/October</p>	<p>Literacy coach, AP, Principal.</p>
<p>With the support of the literacy coach, APs, and principals, the specials will align their curriculum maps to identify units in which they can best implement a writing unit, identifying mentor texts that will also be used to support the writing and content necessary to support our writers.</p> <p>As part of <i>Section 5C – Collaborative Teachers</i> specials will be part of the Learning Walks described in 5C to support the practical skills and knowledge that they need to support their instruction around writing.</p>	<p>Specials</p>	<p>September</p>	<p>Literacy coach, AP, Principal.</p>
<p>All specials will be provided with professional development on how to create a culture for writing, increasing stamina/volume (appropriate to the grade); using conventions, learning revision strategies; mastering independence, and overall developing a culture for and of learning that celebrates writing (inviting an audience/parents to celebrate their work).</p>	<p>Specials</p>	<p>Ongoing September through June</p>	<p>Literacy coach, AP, Principal</p>
<p>Specials will be immersed in methods (protocols) for looking at student work. Rating student work will be based on the universal TC writing rubric. Specials will also be immersed in examining appropriate rigor and standards for the grade, i.e. ensuring students’ work products reflect/exceed the grade level standards.</p>	<p>Specials</p>	<p>Ongoing September through June</p>	<p>Literacy coach, AP, Principal</p>

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.											
Human resources include: administrators, specials, classroom teachers, coaches.											
Instructional resources include: TC units, rubrics, writing checklists, scheduling common planning and professional development time.											
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	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st 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.											
In December the first published writing will be examined using protocols for looking at student work.											
In March the second published writing will be examined using the same protocol used in December, however the added piece will be evaluating impact on learning.											
In June the final product will be published. Specials will compare the results to the first and second published pieces and reflect upon the impact they had on student learning.											
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.

The importance of a supportive school environment has such a significant impact on students’ learning and growth, including major social, emotional and ethical environment. This is met through the strong PBIS currently in place, as our school has been recognized as an NYC DOE PBIS lab site. In fact during our last QR we received a rating of well developed, in part because of the high levels of communication with parents.

Without diminishing from our strength, there is a need for additional support systems to be put in place to increase parental involvement to create a welcoming environment for families providing them opportunities to take advantage of community resources to enrich the civic life of the school and our families.

The SLT members and the PTA have acknowledged the need to ensure that parents are actively engaged in the school community including instructional and social components of the school. While we have made many strides in achieving high levels of parental participation, we also acknowledge that more needs to be done to reach greater numbers of parents. Aligning with the fundamental practices of what makes a quality school; this goal is aligned with the DOE’s Quality Review Statement 1.4 which calls for “Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults” and 3.4 which calls for “Establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

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.

S - Increase parental involvement in Parent Teacher Conferences and workshops from 92% to 100% by the November and March conferences. .

M - This goal will be measured by the attendance participation in the Tuesday parent workshops and the November and March attendance.

A - This goal’s attainability will be achieved through a systemic effort to of marketing and parent outreach including but not limited to: backpacking flyers, posting meetings in highly visible locations through the perimeter of the school and inside the school, ensuring timely phone blasts, e-mail notifications, having teachers make appointments with every child’s parent, and announcements at PTA.

R - This goal is relevant in that it is aligned with the Chancellor's’ vision of engaging parents in all aspects of school life. It is also well researched that students’ achievement are directly impacted by parental involvement/engagement.

T - Parent Teacher Conferences (November 5th, March 3rd Parent-teacher conferences, and May 12th for at-risk students). Also the designated Tuesday parent workshops.

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Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In September, during the Meet and Greet, teacher teams will meet with parents as a grade to share curriculum/instructional goals for the year; expectations for the school year. Then, individual teachers will meet with parents to discuss additional supports offered in the classroom.</p>	<p>Parents</p>	<p>September</p>	<p>PTA, SLT, teachers and administrators</p>
<p>In November, March, and May, we will have individualized parent conferences and give parents STARS report cards aligned to the CCLS except in May which will focus on at risk students.</p>	<p>Parents</p>	<p>PTC November, March, and May</p>	<p>School administrators and teachers</p>
<p>Throughout the year, there will be evening events such as: Halloween Extravaganza, Literacy Night, Poetry Café, Science Fair, and LA Arts Night, which will keep parents involved in the school-wide community.</p>	<p>Families and students</p>	<p>Beginning of the school year</p>	<p>PTA, teachers, coaches, administrators</p>
<p>Beginning in September, seven parent engagement workshops will be held throughout the school year. These workshops will focus on giving parents support and information regarding their child’s learning in school as well as how children can be supported at home.</p> <p>Beginning in October, respect rallies will be held to promote positive behavior in the school in which students are recognized and rewarded for respectful behavior. Parents are welcome to attend.</p>	<p>Families and students</p>	<p>September and on-going</p>	<p>Classroom teachers, and grade level teams</p> <p>Administrators, teachers, and support-staff</p>

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.

Human Resources: PTA, Parent Coordinator, Classroom teachers, administrators, support staff will collaborate and work in teams to support family engagement across the school.

Instructional resources: parents will be provided with instructional resources and manipulatives to support their children at home. Parents will also be trained on ways to support literacy and mathematics at home.

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	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st 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.

- 1 . 100% Parent attendance at Parent Teacher Conferences
2. 100% Parent participation in PTA meetings
3. 100% Parent attendance at Parent Engagement Workshops
4. Parent / SLT member outreach i.e., flyers, invitations, to parent community
5. 100% of parents completing the Learning Environment Survey at the March parent teacher conference

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)	<p>For grade 1 a specialized pull out</p> <p>Reading Rescue program will be implemented via RTI-A. For grades 2—6 a push-in/pull-out program will be implemented based on students’ needs. The AIS ELA program will follow the recommendations of RTI as prescribed by the State/City.</p> <p>Saturday Academy is provided to ELLs struggling to make the State Level passing criteria.</p>	<p>Reading Rescue is systemically implemented one-to-one for 30 minutes each day of the week for 8—16 weeks.</p> <p>ELA AIS will be provided following the RTI recommendations, generally in a small group focusing on different methods already used in the classroom.</p> <p>Saturday ELL Academy is implemented in small group instruction.</p>	<p>Reading Rescue is being offered during the regular school day (word work portion of ELA).</p> <p>AIS ELA is being offered during the school day.</p> <p>Saturday ELL Academy is implemented after school on the weekend.</p>	<p>All programs, except for Saturday Academy, are offered during the school day Monday through Friday. Saturday Academy is offered from 9—12 on Saturdays for Title III students.</p>
Mathematics	<p>Math AIS teacher is assigned to support teachers in the classroom. The teacher works in small groups. She uses</p>	<p>Push-in and pull-out program is provided to students based on the RTI recommendations from the RTI team.</p>	<p>In-class in primarily in small groups, but also in pull-out groups.</p>	<p>During the regular school day.</p>

	<p>methods used in the Number Talks</p> <p>program but also implements</p> <p>breakdown of process thinking for students.</p>			
Science	<p>Small group for enriching and supporting</p> <p>students with the Science Scope and Sequence. Students are immersed in</p> <p>science and tied interdisciplinary with</p> <p>the visual arts.</p>	<p>Club based inquiry learning and hands on learning.</p>	<p>Small group instruction.</p>	<p>During the extended day program portion of the classroom.</p>
Social Studies	<p>Met through ELA/Humanities</p> <p>programming listed in the ELA section</p> <p>above</p>	<p>Small group focusing on different methods already used in the classroom.</p>	<p>Small group instruction.</p>	<p>During the regular school day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>RTI-B is provided and made available to</p> <p>all students. However students that are</p> <p>at risk are fast-tracked:</p> <p>A. Parental meeting</p> <p>B. Immediate assignment to either</p> <p>the guidance counselor, social</p> <p>worker or school psychologist</p>	<p>This is a positive behavior intervention and support program designed to be both preventive and intervention.</p>	<p>1:1 counseling</p> <p>Small group counseling</p> <p>PBIS supports to the teacher.</p>	<p>During the regular school day, but also provided after-school with our CBO—Union Settlement.</p>

	<p>C. Student is also referred to the RTI-B (PBIS team) Team.</p> <p>D. Union Settlement Mental Health Supports</p>			
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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.
The principal organized an extensive hiring team. Together the principal and his team designed targeted questions that will help meet the cultural and educational needs of the school. Perspective applicants are rated on their responses to the questions that are aligned to Charlotte Danielson's Rubric. Teachers are selected from competitive colleges in NYC and beyond including other states. The principal works collaboratively with the NYC DOE recruiting office to select candidates that have been pre-screened by the DOE as having met highest recruitment levels

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).
Teachers, assistant principals, and principal actively participate in professional development provided by Teachers College Reading and Writing Project. Teachers in grades K—2 participate in a series of instructional professional development cycles. During these cycles, the teachers actively collaborate on their ELA instruction and it's alignment to the CCLS. Also during these cycles the staff developer demonstrates the highest standards of instruction. All ELA units of study are completely aligned to the CCLS. Teachers in grades 3—6 are supported by an in-house ELA coach and also attend Teachers College Reading and Writing Project calendar days. The instructional units of study in grades 3—6 are also aligned to the CCLS. All Teachers K—6 receive support around their units of study with a specific concentration around domain 3 component 3b of the Danielson Rubric. Additionally teachers are supported in developing coherent instruction with a focus on critical components of planning and preparation: Connection to CCLS; Essential Questions; Common Misconceptions; WALT/WILF; and tiered activities.

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.).

The PK teachers actively take part in the greater school’s planning schedule. Kindergarten curriculum is completely aligned to the 1—7th grade curricula. The teachers implement the same methodology for ELA (using the workshop model) and Mathematics, using similar planning templates and instructional techniques. While the vast majority of our assessments are pre-packaged to meet the needs of our ELA curriculum, teachers do take an active role in making determinations in areas that do not have “prerequisite” assessments. For example in mathematics teachers worked collaboratively to develop assessments and/or worked with our Staff Developer, Liz Irwin to design and select the most appropriate assessments.

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.

While the vast majority of our assessments are pre-packaged to meet the needs of our ELA curriculum, teachers do take an active role in making determinations in areas that do not have “prerequisite” assessments. For example in mathematics teachers worked collaboratively to develop assessments and/or worked with our Staff Developer, Liz Irwin to design and select the most appropriate assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	402,647.00		
Title II, Part A	Federal	121,367.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,419,751.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: <u>The Lexington Academy</u>	DBN: <u>04M072</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

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: The Saturday Academy will facilitate opportunities for ELLs to be immersed in small group instruction around English Language Arts (Language Acquisition) and Mathematics. Small group instruction will provide ELLs with more individualized attention and greater opportunities for peer-to-peer feedback as well as teacher-to-student interaction.

- PS / MS 72M The Lexington Academy will provide English Language Learners in Grades 3, 4, 5 and 6 with supplemental instructional services on Saturdays Academy. The program is scheduled to begin in January 2014 through April 2015; continuing through the 2015-2016. The after school program will provide ELLs with an additional 120 minutes of small-group, targeted instruction to address the needs of ELLs by building their skills in reading comprehension, vocabulary development, writing strategies and structures for composing evidenced based responses.

- ELLs will be immersed in pre-reading (close reading), and after-reading (talk moves) activities that will support language and literacy development in addition to providing ELLs with support as they are engaged in text discussion, the students will be immersed in talk moves that promote Common Core Learning Standards around speaking and listening.

- Our ELLs will also receive 120 minutes of math "attack: skills around word problems at the Saturday Academy. Specifically the students will be provided with small group instructional strategies around solving word problems with evidence/proving. Also supporting the listening and speaking standards of the CCLS, while meeting the CCLS Math Practice Standards Numbers 3 and 4: Specifically students will be able to model mathematical thinking and critique the work of other while constructing a viable argument.

- Teachers of ELLs will participate in professional development to assist them with program implementation and managing data reports to monitor progress of ELLs. Specifically, the teachers will focus on monitoring student progress using the CCLS Rally Materials.

- There will be 3 bilingual teachers, the language of instruction will be English although native language support will be also be provided as all teachers will be certified bilingual teachers.

- Students will be grouped based on Teachers College Running Record levels and relevant assessment results--NYSITELL. The program will utilize materials from Rally such as non-fiction and fiction texts for guided reading/strategy group lessons, and computer based assessment programs and math manipulatives. Student work and data (e.g., independent reading levels, instructional levels, and NYSITELL results). Data will be analyzed to identify strengths and needs of ELLs to formulate groups for program. Students' language of instruction will be primarily in English with, supports in their home language.

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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: _

Title III staff will be provided with professional development by the staff developer. The staff developer will provide professional development support around the major work for each grade level grades 3, 4, 5, and 6. The staff developer will provide assistance in tailoring the lessons for both mathematics and ELA.

- Professional development will be provided to teachers around the core writing/reading areas, in specific genres, i.e., reading and writing about non-fiction. Teachers will examine common core aligned tasks that demonstrate high-level responses to reading for each grade 3--6.

- Professional development will be provided around the major work for each grade, i.e., fractions in 4th grade. Teachers will be immersed in high-level analysis of student responses to common core aligned tasks.

- Teachers' will be immersed in professional development for 4 sessions before the Saturday Academy begins. The sessions will include two 3 hour sessions for ELA and two 3 hour sessions for mathematics. The professional development will take place after-school (Wednesdays and Thursdays).

- Topics that will be covered include but not be limited to: Examining Common Core Aligned Task Analysis, protocols for looking at student work; analysis of assessments and re-examination/familiarity with best practices for teaching ELLs (TPR, visual cuing, etc...).

- The provider will be our in-house staff developer, and will be supported by the principal and/or assistant principal.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Title III funds will be used to expand outreach and engagement of families of ELLs. Engagement activities will include ongoing family literacy and mathematics events to showcase and share ways families can support activities at home. The in-house staff developer and parent coordinator will conduct a parent workshop that will address ELLs and the Common Core: Methods to Support Your Child. Other topics will include familiarity of the NYSTP for both ELA and Math. Workshop agenda will also include a presentation on the NYSITELL expectations and usage. The parent coordinator and the principal will collaborate to ensure that parents are notified of all Saturday workshops. Parents will be notified via, Blackboard Messenger, Flyers (translated in the

Part D: Parental Engagement Activities

needed languages) and backpacked, school signs posted strategically throughout the school, and PTA announcements.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	<u>NA</u>	<u>NA</u>
Travel	<u>NA</u>	<u>NA</u>
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	Borough select one	School Number
School Name		

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	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	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	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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:
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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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of 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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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														0

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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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:

- 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

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.
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).
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).
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.
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).
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.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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
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.
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?
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?

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

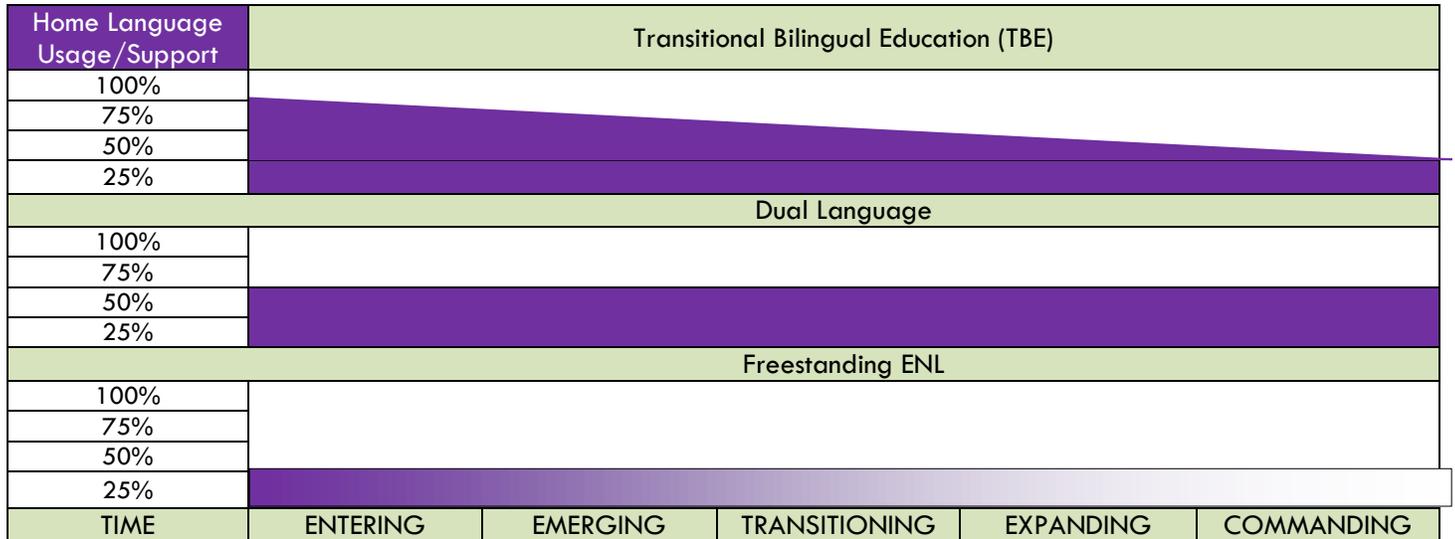


*Note “other approved services” does not apply to New York City at this time.

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.



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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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).
19. What language electives are offered to ELLs?
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)?

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

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

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.

School Name:		School DBN:	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04M072** School Name: **PS/MS72**
Superintendent: **Alexandra Este**

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.learnedoe.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.

At Lexington Academy we use the Home Language and Ethnic survey, which is done at the time of registration to inform us of our students' home language and the preferred language of the parent as a means of communication between home and school. The parent coordinator will conduct a parent survey at the beginning of each year to determine written and oral interpretation needs.

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.

The Home Language and Ethnic survey indicate that the highest languages reported by our families are stand alone English, Spanish and bilingual Spanish/English. Other languages include French-African, dialects from Mexico, Albanian, Bengali, Indonesian, Hebrew, Arabic, Yemenese, Croatian, Portugese, and Chinese.

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.)

All newsletters and every single flier is disseminated in Spanish/English and where possible, available and feasible, the documents are also disseminated in the languages need for each family. At Lexington Academy, the majority of our student population is of Hispanic descent. We provide all correspondence in bilingual Spanish / English. The vast majority of our parents are most comfortable communicating in both oral and written Spanish. We also have parents that are most comfortable in Arabic, French, and one in Portuguese. All staff members are made aware directly from the school administration of the need to ensure that all services are provided in the language preferred by the parent. Parents receive double sided notices in English and Spanish. Staff members from all disciplines including clinical, instructional, clerical and administrative are aware of which parents need translation services and are readily available to provide the support. In the event that a staff member is unable to communicate with a parent in their preferred language, services will be provided from the Translation and Interpretation Unit of the DOE.

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.

Meet and greet, Parent Teacher Conferences, ELL CR Part 154 meeting, IEP meetings, SETSS Team meetings--all members are bilingual certified. Annual Dual Language meetings are held in Spanish and English. All PTA meetings are held in a bilingual platform. Middle School Open House and Informational meetings as well as tours are guided and held by someone that is proficient in both English and Spanish.

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.

As part of the work of the School Leadership Team (SLT), it has been recommended by members of the SLT that signs and other translation services provided by the Department of Education are to be clearly posted in various languages at the school's main entrance as per CR A-663. The parent coordinator will serve as the liaison for parents that do not speak a language that is readily available for translation or interpretation. The parent coordinator, will also obtain services as per CR A-663 to ensure that communication is facilitated between home and school.

Furthermore, parents are made aware of the language translation and interpretation services available to

them through PTA meetings. Copies of the Bill of Parents Rights and Responsibilities which include parental rights regarding translation and interpretation services are kept by the Parent Teacher Association room located near the entrance of the school. The parent Coordinator has access to the Bill of Rights and makes them readily available to all parents.

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.

We use in house translation and we implement the buddy system. We also use the phone system to provide supports for languages that are not spoken in house.

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.)

The principal creates a schedule of Translation Services by grade whereby each teacher that does not speak Spanish is provided a "buddy" they can call upon (via cell phone) to support with translation services. Additionally all teachers are made aware of the phone supports provided by the interpretation services. We have availed ourselves of this service for a number of languages including Chinese/Mandarin.

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

In accordance with Chancellor's Regulation A-663 translation services will cover the major languages especially as regards;

- > In Registration, application and selection
- > Standards and performance
- > Conduct and discipline
- > Safety and health
- > Special education and related services
- > Entitlement to public education or placement in any special education, English language learner or non-standard academic program

- > Transfer and discharge
- > Legal or disciplinary matters
- > Parent Teacher Conferences
- > Curriculum Night
- > Parent Teacher Association Meetings
- > Parent workshops
- > Middle School Meetings

Bilingual staff are available to address parent concerns in person, by telephone or written communication.

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 are provided with a Title I survey additionally we take the Learning Environment Survey very seriously so that we are constantly monitoring our interactions with parents.