

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**24Q211**

**School Name:**

**ELM TREE ELEMENTARY SCHOOL**

**Principal:**

**DONNA ESTRO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Elm Tree Elementary School School Number (DBN): 24Q211  
Grades Served: K, 1  
School Address: 86-37 53<sup>rd</sup> Avenue, Elmhurst Queens NY 11373  
Phone Number: 718-457-0370 Fax: 718-456-0376  
School Contact Person: Donna Estro Email Address: destro@schools.nyc.gov  
Principal: Donna Estro  
UFT Chapter Leader: Charles Hauber  
Parents' Association President: Carmen Cornell  
SLT Chairperson: Donna Estro  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Carmen Cornell  
Student Representative(s): N/A  
N/A

**District Information**

District: 24 Superintendent: Madelene Chan  
98-50 50<sup>th</sup> Avenue Corona, NY 11368  
Superintendent's Office Address: \_\_\_\_\_  
LPender@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-592-3357 718-592-3770  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: 94QFSN Director: Lawrence Pendergast  
28-11 Queens Plaza North, LIC, NY  
Director's Office Address: \_\_\_\_\_  
LPender@schools.nyc.govP  
Director's Email Address: \_\_\_\_\_  
718-828-5488 718-391-8320  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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)
Donna Estro	*Principal or Designee	
Charles Hauber	*UFT Chapter Leader or Designee	
Librada Reyes	*PA/PTA President or Designated Co-President	
Trudy Pierrepont	DC 37 Representative (staff), if applicable	
Carmen Cornell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Carmen Cornell	Parent	
Violeta Moreno	Parent	
Amada Reyes	Parent	
Gricel Garcia	Parent	
Kristen Niven	Assistant Principal	
Natalia Gomez	Guidance Counselor	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
N/A	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

Elm Tree Elementary School is committed to providing our students with learning experiences that will ensure success today, and also provide long lasting successful outcomes in the future. Hands-on learning experiences in cooperative groups, the social and emotional approach of Responsive Classroom, technology training for the 21<sup>st</sup> century and the opportunity to become bilingual, biliterate and bicultural will all provide long lasting outcomes which will impact our students' futures.

Elm Tree Elementary School began as a new school in the 2013-2014 school year. In our 2015-2016 junior year, we will serve students from K-2<sup>nd</sup> grade. Although we are located in Elmhurst, Queens, we serve as an overflow site for the densely populated surrounding areas, and we do not accept students from the zone in which we are located.

We currently have 147 Kindergarten students and 67 First Grade students on register with 68% of our student population classified as ELLs and 98% of our student population qualify for free or reduced lunch.

We are a full Spanish Dual Language school and we follow a 50-50 framework. Our classes are grouped into "team classes" which sit side-by-side. In addition, one class in each Kindergarten, First Grade and Second Grade is also a DL ICT class, providing our special needs students with the opportunity to engage in Dual Language instruction as well.

We continue to partner with organizations that can support our home-school connection and build upon our "Parents as Teachers" initiative. This year we continued to partner with Cool Culture to provide all of our families with the opportunity to visit zoos, museums and gardens throughout the city free of charge. Cool Culture provides our parents with opportunities to provide their children with learning experiences that they otherwise would not have been able to afford. Cool Culture allows our parents to include the whole family, supporting meaningful, fun filled activities for our students. CookShop and CookShop for Families continues to play an important role at Elm Tree Elementary School. CookShop provides our students with the opportunity to learn healthy eating habits at a young age through discovery and cooking. Cookshop for Families provides our parents with the opportunity to learn healthy eating habits and cooking suggestion. Participating parents receive free groceries at each workshop to foster "Parents as Teachers" while cooking a healthy meal for the whole family with their child!

The biggest challenge for both Elm Tree and our parent community is our overflow status. Since we are not located within walking distance of our families, traveling is a hardship for many parents. This often impacts attendance, lateness and parent participation at workshops. In addition, many parents leave us after Kindergarten when First Grade seats open in their zoned school. As a result, our student body does not become stable until grade one, with many Kindergarten students transitioning out after one year.

Our 2014-2015 Quality Review evidenced our primary area of celebration as *Teacher Teams and Leadership Development*. Findings evidenced, "Teachers across the school engage in inquiry-based professional collaborations to analyze student work, alignment to Common Core Learning Standards and assessment data and share best teaching practices. Professional collaborations have provided opportunities for teachers to hone their skills, which have resulted in progress in student learning outcomes."

Our 2014-2015 Quality Review identified our key area of focus as *Pedagogy*. Findings evidenced, "Teaching practices are becoming aligned to the school's beliefs around student learning," and "While differentiation of instruction is the focus for the year, teachers are having challenges ensuring that this practice is consistently embedded within their lessons."

## 24Q211 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	OK,01	Total Enrollment	221	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		175.9%	% Attendance Rate		92.3%
% Free Lunch		95.9%	% Reduced Lunch		2.1%
% Limited English Proficient		84.8%	% Students with Disabilities		11.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.7%	% Black or African American		0.7%
% Hispanic or Latino		96.6%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# 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)		54.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		2.4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	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			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		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 Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
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.

**Assessment:** Our 2014-2015 Quality Review identified “Pedagogy” as an area of focus. Findings stated, “Teaching practices are becoming aligned to the school’s beliefs around student learning, however, the use of multiple entry points and scaffolds to support student learning are inconsistent across classrooms.” Fountas & Pinnell data collected in May, 2015 evidenced 11% of our Kindergarten ELL population moved three or more reading levels. In addition, teacher surveys conducted in June, 2015 identified 11 out of 13 teachers felt they were less than effective when conducting guided reading lessons.

**Goal #1 – By June 2016, 75% of Kindergarten students will move a minimum of three independent reading levels .**

Strengths:

- Organized Dual Language reading program with English and Spanish components that complement each other
- Organized Fountas & Pinnell reading assessment program
- Sufficient guided reading materials
- Adequate technology to support visual learners with remedial reading programs
- Collaborative teachers who plan effectively
- Fountas & Pinnell Leveled Literacy Intervention Program
- ELL Coordinator
- AIS Coordinator
- ELL Afterschool Program
- Estrellita Phonics program implemented by trained teachers
- Foundations Phonics program

Needs:

- A well-developed guided reading program
- Centers that effectively reinforce literacy skills

- Professional development on the topic of “Guided Reading” for teachers
- Leveled readers for students to take home to promote parents as literacy partners
- A technology based reading program that can be used at home to promote parents as literacy partners
- Foundations training for teachers

Priority:

- A well-developed guided reading program
- To promote parents as partners for the purpose of developing students early literacy skills

*This goal, which encompasses Rigorous Instruction and Collaborative Teachers, is driven by the need to ensure that all students meet grade level reading expectations each year.*

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

**Specific:** By June 2016, 75% of Kindergarten students will move a minimum of three independent reading levels.

**Measurable:** Baseline data will include the percentage of students meeting grade level expectations during the 2014-2015 school year. The percentage of effective guided reading lessons as determined through observations conducted during September, 2015 will also provide baseline data. Guided reading observations conducted in May will provide comparison/growth data. In addition, the percentage of students meeting grade level expectations will also provide comparison/growth data.

**Achievable:** A Professional Development Series on Guided Reading and feedback sessions focusing on the Danielson Teaching Rubric will assist all teachers in moving forward in their ability to conduct effective guided reading lessons.

**Relevant:** Fountas & Pinnell data evidences a need to ensure both Kindergarten and First Grade students make adequate reading progress each year.

**Time-bound:** The timeline for this goal will begin in September and culminate in June. Benchmark data will be collected in January to provide a needs assessment.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Elm Tree’s school schedule will be reformatted to provide 90 minute literacy blocks which incorporate Guided Reading. These 90 minute blocks will be staggered for specific grades/teachers to also allow for push-in assistance from coaches.	Classroom Teachers  Students  Coaches	September through June	School Administrators  Coaches
A 12 week professional development cycle will be implemented during September, October and November of 2015. This cycle will focus on incorporating best practices during guided reading, interpreting data collected during guided reading, identifying strategies for English Language Learners and Students with Disabilities and developing effective literacy centers to promote Early Literacy. Each teacher implementing guided reading will be paired with one colleague and one coach to form a critical friends group for the purposes of sharing celebrations and challenges related to implementing guided reading.	Classroom Teachers  Students	September through November	Coaches, Administrators
<u>Imagine Learning</u> and <u>Smarty Ants</u> technology programs will provide differentiated reading instruction during centers. Students with Disabilities and English Language Learners will be supported with visually engaging technology and customized instruction which meets individual needs.	Classroom Teachers  Students	September through June	Coaches, Administrators  Technology Coordinator
Each student will receive a bookbag and independent leveled books that will travel between school and home to promote “Parents as Literacy Partners” throughout the year.	Students and Parents	September through June	Teachers  School Administrators  Coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<b>Schedule Adjustments :</b> Reformatting the school schedule to include staggered 90 minute literacy blocks  Scheduled time for “Critical Friends Groups”

Schedule of 12 week professional development cycle focusing on Guided Reading

**Human Resources:** Continued funding of Coaches

**Instructional Resources :** Purchase of take-home Book Bags for each student

Purchase of leveled independent readers for all students to take home

Purchase of Fountas & Pinnell Continuum of Literacy Learning for all teachers

Purchase of Smarty Ants licenses

**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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

A mid-point benchmark for students that will indicate school progress toward meeting the specified goal will be the implementation of Fountas & Pinnell testing in January showing movement of 1-2 levels for at least 75% of our Kindergarten students.

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

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

**Section 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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

**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.

**Assessment:** Teacher surveys conducted in June 2015, identified 11 out of 13 teachers felt they were less than effective when conducting guided reading lessons.

***Goal #2 - By January, 2016, 100% of our teachers will feel better prepared to implement effective guided reading lessons.***

Strengths:

- Teaching staff are open to collaboration and professional development for the purposes of improving their practice
- Teaching staff are open to the use of videotaping and modeling for the purposes of sharing best practices
- Support staff including Coaches and Assistant Principal are qualified to implement effective professional development
- Classroom teachers have sufficient guided reading materials
- Classroom teachers have Fountas & Pinnell materials to assess student reading progress
- Administrators have Fountas and Pinnell guided reading professional development materials

Needs:

- A timeline of professional development on the topic of guided reading for the 2015-2016 school year.
- An overview of PD sessions to be conducted
- A timeline for support and sustainability after the professional development series concludes
- Guided Reading – Good First Teaching for All Children by Irene C. Fountas & Gay Su Pinnell for all teachers
- The Continuum of Literacy Learning – Pre-K – 2 by Irene C. Fountas & Gay Su Pinnell for all teachers

Priority Needs:

- A timeline of professional development on the topic of guided reading for the 2015-2016 school year.

- An overview of PD sessions to be conducted
- A timeline for support and sustainability

*This annual goal which encompasses Effective School Leadership and Supportive Environment is driven by the need to ensure that all teachers are able to implement effective guided reading lessons which support students in meeting grade level reading expectations each year.*

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.

**Specific** -- Beginning in September 2015 and culminating in June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to conduct guided reading lessons which target students' individual needs.

**Measurable** -- Baseline data will include guided reading observations based on the Danielson Framework for Teaching Rubric conducted in September 2015. Baseline data will also include the percentage of students meeting grade level reading expectations during the 2014-2015 school year. Guided reading observations conducted in May as well as the percentage of students meeting grade level expectations by June, 2016 will provide data by which growth will be measured.

**Achievable** -- During the summer of 2015 the Administrative Cabinet will work to create a timeline of professional development activities to be implemented during September, October and November.

**Relevant** -- Fountas & Pinnell data evidences a need to focus on improving reading progress for both Kindergarten and First Grade students.

**Time-bound** -- The timeline for this goal will begin in September and culminate in June. Benchmark data will be collected in January to provide a needs assessment.

## **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>A 12 week professional development cycle will be implemented during September, October and November of 2015. This cycle will focus on incorporating best practices during guided reading, interpreting data collected during guided reading, identifying strategies for English Language Learners and Students with Disabilities and developing effective literacy centers to promote early literacy. Irene Fountas &amp; Gay Su Pinnell, a research based Primary Literacy Professional DVD series on Guided Reading will provide the foundation for our professional development series. This series will focus on <i>Essential Elements of Guided Reading</i> and <i>The Skillful Teacher</i> . Support and monitoring will continue through June to ensure sustainability.</p>	<p>Classroom Teachers</p>	<p>September through June</p>	<p>Principal Assistant Principal Coaches</p>
<p>Coaches will provide both push-in remedial services utilizing strategies that address the needs of English Language Learners and Students with Disabilities. In addition, this will provide modeling and sharing of best practices for teachers</p>	<p>Teachers Students</p>	<p>September through June</p>	<p>Principal Assistant Principal Coaches</p>
<p>Imagine Learning and Smarty Ants technology based reading intervention programs will provide reading support for students during centers while teachers are engaged with guided reading groups</p>	<p>Teachers Students</p>	<p>September through June</p>	<p>Principal Assistant Principal Coaches Technology Coordinator Teachers</p>
<p>“Parents as Teaching Partners” workshops will take place each Tuesday afternoon. Parents and students will meet with teachers in their classrooms to work on reading strategies that can be used with leveled readers at home.</p>	<p>All Parents</p>	<p>September through June</p>	<p>Principal Assistant Principal Coaches Teachers</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

- Funding of Coaches
- Funding of Technology Coordinator

Instructional Resources

- Imagine Learning technology based reading intervention program
- Smarty Ants technology based reading intervention program
- Guided Reading – Good First Teaching for All Children by Irene C. Fountas & Gay Su Pinnell for all teachers
- The Continuum of Literacy Learning – Pre-K – 2 by Irene C. Fountas & Gay Su Pinnell for all teachers

Schedule Adjustments

- Scheduling of Professional Development sessions
- Scheduling of “Parents as Teaching Partners” workshops each Tuesday
- Scheduling of guided reading blocks for all students
- Scheduling of computer usage for all students
- Scheduling of push-in services

**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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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.

A mid-point benchmark to determine school progress toward meeting the specified goal will be data collected during observations of guided reading lessons during the month of 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 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.

Data collected during Parent-Teacher Conferences, PTA Meetings and SLT Meetings revealed a parent need for assistance in completing homework with their children. Parents cited difficulty understanding directions and difficulty in understanding the needs of both languages in our Dual Language Program.

**Goal # 3 – By January 2016, parents will evidence increased confidence in assisting their children with completing homework and learning to read.**

Strengths:

- Time scheduled for parent engagement on Tuesday afternoons
- Book bags and leveled readers for all students to take home
- Imagine Learning and Razz Kids licenses

Needs:

- Organizational outline of parent engagement activities on Tuesday afternoons
- Organizational outline of monthly evening activities to support working parents
- Organizational outline of daytime activities provided by parent coordinator to support parent schedules
- Timeline of workshop topics
- Smarty Ants licenses

Priority Needs:

- Organizational outline of parent engagement activities on Tuesday afternoons
- Timeline of workshop topics
- Smarty Ants licenses

*This annual goal for Strong Family and Community Ties is driven by the need to strengthen the Home-School Connection and ensure that parents are comfortable with the important role they play in their child’s success in meeting grade level reading expectations each year.*

## Part 2 – Annual Goal

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

**Specific:** By January 2016, parents will evidence increased confidence in assisting their children with completing homework and learning to read.

**Measurable:** Survey data collected in June 2015 will provide baseline data. Parent survey data collected in January 2016 will provide benchmark data. Final parent surveys collected in June will provide data from which progress is measured.

**Achievable:** Parent Workshops focusing on increasing parent capacity to assist with homework and reading strategies will build parent confidence and increase student achievement.

**Relevant:** Parents have voiced their concern with being able to assist their children with homework in both English and Spanish.

**Time-bound:** The timeline for this goal will begin in September and culminate in June. Benchmark data will be collected in January to provide a needs assessment.

## Part 3 – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.

Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parents  Students	October through June	Administrators  Coaches  Teachers  Parent Coordinator
Parents  Students	October through June	Administrators  Coaches  Technology Coordinator

			Teacher
Each student will receive a bookbag and independent leveled readers that will travel between school and home to promote "Parents as Literacy Partners" throughout the year.	Parents Students	October through June	Administrators Coaches Teachers Parent Coordinator
ESL classes for parents will take place each week to provide parents with the necessary language skills and strategies to assist their children with early literacy acquisition.	Parents	October through June	Administrators Teachers Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human resources</b>											
Funding Per Session activities for teachers											
<b>Instructional resources</b>											
Materials for ESL Parent classes											
Smarty Ants licenses											
<b>Schedule adjustments</b>											
Scheduling of ESL classes											
Timeline for Tuesday parent workshops											
<b>Part 4b.</b> 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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Parent survey data collected in June 2015 will provide baseline data. Parent survey data collected in January 2016 will provide benchmark data. Final parent surveys collected in June 2016 will provide data from which progress is measured.
<b>Part 5b.</b> In <b>February 2016</b> , 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><b><u>Fountas &amp; Pinnell</u></b></p> <ul style="list-style-type: none"> <li>• Letter Recognition</li> <li>• Word Recognition</li> <li>• Reading Accuracy and Comprehension</li> </ul> <p><b><u>Fundations Progress Monitoring</u></b></p> <p><b><u>NYSITELL</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul> <p><b><u>Spanish LAB</u></b></p>	<p><b><u>Fountas &amp; Pinnell Leveled Literacy Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Phonics and Letter Work</li> <li>• Guided Reading</li> </ul> <p><b><u>Fundations</u></b></p> <ul style="list-style-type: none"> <li>• Drill</li> <li>• Story time</li> <li>• Word Play</li> </ul> <p>Dictation</p>	<ul style="list-style-type: none"> <li>• Small Group Push-in and Push-out</li> <li>• one-to-one teacher instruction</li> <li>one-to-one computer based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the School Day</li> <li>After-School</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Envisions Pre-assessment</li> </ul> <p>NYC Math Performance Task</p>	<p><b><u>Envisions Intervention system</u></b></p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>One-to-one computer based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the School Day</li> <li>After-School</li> </ul>
Science	<p>Beginning of the year common core science writing, reading and listening benchmark</p>	<p><b><u>FOSS</u></b></p> <ul style="list-style-type: none"> <li>• Guided Exploration</li> <li>• Personal Reflections</li> <li>• Application</li> </ul> <p>Writing Tasks</p>	<p>Small Group</p>	<p>During the Instructional Day</p>
Social Studies	<p>Beginning of the year common core social studies writing benchmark</p>	<p>Readers and Writers Workshop</p> <ul style="list-style-type: none"> <li>• Guided Writing</li> </ul>	<p>Small Group</p>	<p>During the Instructional Day</p> <p>After School</p>

		<ul style="list-style-type: none"> <li>• Interactive Writing</li> </ul> <p>Research based writing</p>		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Counselor recommendation</li> </ul> <p>Parental Consent</p>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Character Guidance</li> </ul> <p>Lessons on self-esteem, making right choices, expressing themselves</p>	<ul style="list-style-type: none"> <li>• One-to One</li> </ul> <p>Classroom Visits</p>	<p>During the school day for 30 minutes</p>

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Recruitment</b> – Recruitment strategies include identifying candidates with both Early Childhood and Common Branch certifications. In addition, the needs of our school place a strong emphasis on candidates who are Spanish bilingual and biliterate. Candidates with Bilingual Extensions and/or TESOL certification are given priority due to our full Dual Language Spanish program and the needs of our students.</p> <p><b>Retention-</b> Teacher retention is encouraged through creating a collaborative environment which supports the development of teacher pedagogy and the sharing of best practices. Through the common practice of videotaping and teacher modeling of best practices for the purposes of sharing, teachers trust school leaders at their word and understand that moving students forward requires a high level of collaboration and transparency.</p> <p><b>Assignments</b> – Teacher assignment are chosen based on license and certification requirements, as well as the need to ensure the optimal learning environment for all students.</p> <p><b>Professional Development Support</b> – Teachers are encouraged to seek outside professional development for the purposes of improving practice and promoting students success, and all requests that encompass the learning objectives and needs of the school are supported. Collaboration is enriched as teachers turnkey all professional development learning to all staff members.</p>

#### 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).
<p>Professional development at the school level is designed to ensure that all teachers are prepared to help students meet grade level expectations and Common Core State Standards. Professional development includes four series of workshops that provide meaningful blocks of time which allow teachers to discuss and explore new learning strategies for the purposes of improving best practices.</p> <p>Professional development based on the data collected from Advance also determines opportunities for differentiated learning opportunities.</p>

Book study selections provide opportunities for teachers to choose topics they would like to explore within the parameters of a collegial book study group

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

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

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

N/A

**Part 4: SWP Schools Only**

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

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

Elm Tree Elementary School begins the year by inviting parents to a Kindergarten Orientation to ease the transition from a small preschool setting to a larger elementary setting. During this orientation parents are given an overview of the curriculum as well as the vision and mission of the school. Time is provided for the families to ask questions and learn about the opportunities for family engagement within the school community. The Guidance Counselor is available to offer family and student support, and also recommend community agencies they may find useful. The Parent Coordinator offers language support and conducts a parent survey to identify parent interests for future workshops. Staff members are readily available to assist with securing appropriate bus stops as well as providing information for private busing when requested.

**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.

Elm Tree Elementary teachers begin the year by selecting MOSL assessments that will impact to their measure of teacher practice. Based on our table of organization, all teachers have the opportunity to participate on the MOSL team. Before teachers make their selection they review and analyze the previous year's data within their teacher teams. Once the MOSL selection has been made, teachers continue to review, analyze and make modifications to the curriculum maps that they have outlined for the upcoming year to ensure that they are in alignment with the chosen MOSL. Grade level teams work together to evaluate the authenticity of curriculum resource assessments. Based on their findings, teacher teams work together to create assessments that are authentic, relevant and meaningful. Decisions are made by consensus within the grade level team. Using the results of the assessments, teachers conduct grade level inquiry meetings evaluating and analyzing the results of the assessments. Teachers identify strengths and areas of need and begin to revise instruction in order to address student needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	166,326.00	X	
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	16,536.00	X	
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,797,294.00	X	

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

---

### **24Q211 Elm Tree Elementary School Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

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

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

### **24Q211 Elm Tree Elementary School-Parent Compact (SPC)**

**Elm Tree Elementary**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>Elm Tree Elementary School</u>	DBN: <u>24Q211</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>147</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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: \_\_\_\_\_

Rationale:

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

Subgroups/Grade Levels:

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

Schedule and Duration:

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

Language of Instruction:

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

Number and Types of Certified Teachers:

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

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

## Part C: Professional Development

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

### Part C: Professional Development

Begin description here: \_

-  
Rationale:

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

Teachers to Receive Training:

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

Schedule and Duration:

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

Topics to Be Covered:

Effective Use of Materials

Lesson Plan Template

Pacing

Assessment

Data Collection

Measures of Progress

Name of Provider

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Rationale:

Our goal in engaging parents with our ELL Afterschool Program was to provide parents with the tools and materials to assist with practice at home. In addition to providing parents with workshops modeling the instructional tasks their children would be engaged in, we wanted to supply our parents with materials they could use at home to reinforce the skills being taught. Each parent will be provided with two workbooks offering simple activities that reinforce both phonics and reading skills that would assist their children in making progress in the area of reading. Additionally, we are providing each parent with a Spanish-English Picture Dictionary to assist in home practice.

Schedule and Duration:

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

Topics to be Covered:

Setting Aside Time and Space

**Part D: Parental Engagement Activities**

Providing Materials to Support Success

Reading to Children

Securing a Library Card

Taking Advantage of Cool Culture Passes to Build Knowledge

Making Time for Conversations at Dinner

Turning Meals and Cooking into Reading Practice

Provider:

Parent workshops will be provided by our Parent Coordinator.

How Parents will be Notified of These Activities:

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>211</b>
School Name <b>Elm Tree Elementary School</b>		

### 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 <b>Donna Estro</b>	Assistant Principal <b>Kristen Niven</b>
Coach <b>Stephanie Estrada</b>	Coach <b>Janet Reilly</b>
ENL (English as a New Language)/Bilingual Teacher <b>Alexandra Bauer</b>	School Counselor <b>Julissa Nicasio-Urena</b>
Teacher/Subject Area <b>Ingrid Melgar, DL,SpEd,ICT</b>	Parent <b>Gricel Garcia</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Lucy Ferreira</b>
Related-Service Provider <b>Isabel Contreras</b>	Borough Field Support Center Staff Member <b>Ying Ying An</b>
Superintendent	Other (Name and Title) <b>type here</b>

### 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	<b>0</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>2</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>236</b>	Total number of ELLs	<b>160</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" 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"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" 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): <b>Spanish</b>
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	2	2	2	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	160	<b>Newcomers</b> (ELLs receiving service 0-3 years)	160	<b>ELL Students with Disabilities</b>	23
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	160	0	22	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	51	36	68	21	33	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>8</u>	Number of students who speak three or more languages: <u>0</u>
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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
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	30	7	0											0
<b>Emerging</b> (Low Intermediate)	9	25	5											0
<b>Transitioning</b> (High Intermediate)	6	14	5											0
<b>Expanding</b> (Advanced)	12	24	23											0
<b>Commanding</b> (Proficient)			5											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	5											0

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

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

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

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				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
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:**

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

**What we use:**

The first assessment that we use to assess the early literacy skills of our ELL students is the NYSITELL. The NYSITELL provides us with data regarding our ELL students levels of proficiency in the English Language. In addition, for our students whose primary language is Spanish, we use the Spanish LAB as a baseline assessment to assess the students early literacy skills in Spanish. This is particularly important data for ELL students who tested at the beginning level on the NYSITELL, and allows us to triangulate data for our ELL students in order to correctly identify language acquisition needs vs. developmental learning needs. NYSESLAT performance levels are analyzed and used to plan instruction for our first grade classes. Elm Tree Elementary School also uses Fountas and Pinnell benchmark assessments to assess our ELL students' early literacy skills in English. Since we are a Dual Language school and the target language is Spanish, we use its Spanish component Sistema to assess our students early literacy skills in Spanish. We also use Estrellita as a baseline to assess the early literacy skills of our students in Spanish. In addition, our teachers have created a writing benchmark that is conducted three times a year to assess early writing skills that correlate with our literacy program.

**Data Insights:**

Our NYSITELL determined that 41% of our incoming students scored at "beginner" level. 37% of our students qualified at the "Intermediate" level and 22% students qualified at the "Advanced" level.

The Spanish Lab indicated that 75% of our incoming native spanish speakers had a strong base of early literacy skills in Spanish while 14% had a minimal base of early literacy skills in spanish.

For our existing students (1<sup>st</sup> grade), the NYSESLAT determined that 14% of of our students tested at the beginner level, 26% tested at the intermediate level and 60% tested at the advanced level.

Our Fountas and Pinnell assessments provided us with data identifying the early literacy skills (letter recognition, sight words, initial

sounds and beginning reading levels) of our ELL students. Data from our Fall administration of Fountas & Pinnell revealed 100% of our kindergarten ELL students scored at an PA, or pre-reading level. It's counterpart Sistema determined that 100% of our ELL students scored at an PA reading level. The initial writing benchmark demonstrated at risk characteristics for our kindergarten and first grade students.

Implications for Instruction:

Collectively this data informed an instructional plan that needed to be equally strong in both English as well as the target language, Spanish, in our Dual Language Program. Our resources needed to provide seamless instruction whereby students could begin to build upon content knowledge, prior knowledge and vocabulary in their home language, and use this knowledge to assist with language acquisition each day as they move between instruction in both English and the target language. We implemented the Reading Streets Standards based program along with its Spanish component, Calle de la Lectura. Both of these sets of resources are aligned to provide flawless instruction, and each program also includes a technology component that provides engagement in visual and tactile learning for ELL students.

The data revealed that 41% of our incoming ELL students and 14% of our first graders are classified as beginners, and needed additional support to develop early literacy skills in English. Therefore, we are revamping our literacy period to a 90 minute block that will consist of phonics, guided reading, and reading comprehension along with the additional support of a push in RTI teacher. We are also including a technology piece to our RTI periods. The following programs were purchased: Imagine Learning, which has a Spanish component, RAZ-KIDS, and Smarty Ants that can also be used from home.

The NYSESLAT determined that the majority, 60% of our students, tested at the advanced level. Though this showed a lot of progress for our ELLs in acquiring English, the implications for instruction were that we needed to ensure that these students reach proficiency on the NYSESLAT by providing more resources for our ELL students. An RTI push in model with a technological component will provide the additional support necessary. These technology based programs will also be used during our After School Program.

Fountas & Pinnell data showed that 100% of our entering students are at a pre-reading level. Though the Spanish Lab indicated a strong base of early literacy for most of our Spanish speaking ELLs, the data that was collected from the Sistema assessment indicated that all of our entering students were also at a pre-reading level for Spanish. This year we analyzed our Foundations program and revamped our RTI periods to include more phonics based skills to improve early literacy skills. In addition, teachers will meet with small groups for guided reading.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data patterns for the NYSITELL revealed that the majority of our our kindergarten students, 41%, were classified as beginners this year and 60% last year. This indicates language supports are needed for our students to acquire the English language. The patterns also indicated that building a strong base in their native language was essential in order for the students to be able to transfer the language skills necessary to acquire English. As studies have shown that building a strong foundation in your native language allows for strong transference between language skills. Additionally, the data also showed that another 37% of our kindergarten students were classified at the intermediate level and that 22% of our students were classified as advanced.

For our first graders the data patterns of the NYSESLAT revealed that 60% of our students are classified at the Advanced level, 26% Intermediate, and 14% beginner. Differentiated instruction needed to be rigorous in order to ensure to success of our ELLs.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The information generated from the AMAO estimator tool offers our administrative team a wide variety of data that helps identify instructional differences between subgroups, children at risk, and best practices. Our team dissects the data provided then carefully designs effective instructional programs and interventions that best meets the needs of all our ELL students.

The data revealed that eighty seven percent of our students made progress in English language Acquisition (AMAO 1). We also learned that six percent attained proficiency (AMAO 2). We do realize not all of our students have reached proficiency, yet the gains in language Acquisition proves we're on the right path. Our students will continue to receive instruction in both their home language and second language therefore; transference will occur and lead to utter success.

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

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

At the present time we only have grade K and Grade 1. The patterns across performance levels on the NYSESLAT for our first graders indicated that the students have made great progress in acquiring English. 60% of our ELLs entered last year at the beginner level. This year 60% are classified as advanced.

Based on Fountas and Pinnell and its Spanish counterpart Sistema we see that most of our first grade students who entered with a stronger base in Spanish are now showing a higher level of proficiency in the new language. We believe that the Dual Language program provides the students with the base and support necessary in their home language as well as gives them the confidence to apply early literacy skills in English.

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

The school analyzes the data acquired through NYSITELL, the Spanish LAB, NYSESLAT, and Fountas and Pinnell, and uses this data to determine the needs of our ELL students. Students performing in the bottom third are identified based on the students ability to recognize letters, words, and sounds along with their accuracy and comprehension ability. Students in the bottom third in Kindergarten receive extra support through differentiated guided reading lessons within the classroom. Students also receive differentiated instruction for at least 2 hours per week on the iRead computer based program that is tailored to meet the individual needs of the student. Students in 1<sup>st</sup> and 2<sup>nd</sup> grade who are identified as performing in the bottom third of their peer group based on literacy data receive AIS/RTI instruction. Students are recommended for either Tier I or Tier II support based on data. Tier II students receive AIS push-in services through small group instruction and support with literacy activities. Students identified as Tier I are pulled for RTI support using the Foundations Program.

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

We ensure that a child's second language development is considered in instructional decisions through the implementation of our Dual Language program in which the students have the opportunity to build on their native language skills in order to transfer those early literacy skills to acquire the new language of English. Using the 50/50 model of Dual Language we assess the students equally in both languages using Fountas and Pinnell/Sistema, Foundations/Estrellita, Reading Street/Calle de Lectura as well as beginning and end math performance task in the students preferred language. We analyze the data from these assessments to make instructional decisions.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

English-Proficient students are assessed in the target language through Sistema, Estrellita, and Calle de Lectura.

Based on the Spring 2015 Sistema results:

Kindergarten: 68.5% moved 1 reading level. 5.5% moved 2 reading levels. 5.5% moved 4 reading levels. 20% moved between 5 and 7 reading levels.

First Grade:

18.7% did not move reading levels. 18.7% moved one reading level. 12.5% moved 2 reading levels. 12.5% moved 4 reading levels. 18.7% moved 5 reading levels and 6.2% moved 7 reading levels.

Based on Spring 2015 Fountas & Pinnell results:

Kindergarten: 34.7% made progress related to letter recognition and comprehension without moving in reading levels.

10.8% moved one reading level. 36.9% moved two reading levels. 2.1% moved three reading levels. 10.8% moved four reading levels and 2.1% moved six reading levels.

First Grade: 10.4% did not move reading levels. 10.4% moved one reading level. 13.4% moved two reading levels. 16.4% moved three reading levels. 26.9% moved four reading levels. 13.4% moved five reading levels. 10.4% moved six reading levels and 1.5% moved seven reading levels.

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

We evaluate the success of our Dual Language program by analyzing the data provided from the following assessments.

NYSESLAT, Math Performance Task, Fountas and Pinnell, Sistema, Foundations, and Estrellita. Through this data collection we evaluate to see if our ELL students have met AYP criteria.

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.

The ELL Coordinator or a licensed pedagogue administers the Home Language Identification Survey to determine the child's home language, which includes an interview with the parent and child. Parents are supported with surveys printed in their native language. In addition, if available, a licensed pedagogue proficient in the parent's home language is secured. The ELL coordinator ensures entry of this information on ATS. The completed HLIS form is placed in the student's cumulative file. The NYSITELL is then administered to students who are identified as having a home language other than English to determine the student's English proficiency level. Students who score below proficiency (Entering, Emerging, Transitioning or Expanding) on the NYSITELL become eligible for ELL services. All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the NYSITELL must be administered the Spanish Lab to determine language dominance for instructional planning in providing bilingual and ESL services within the mandatory 10 day window. The ELL coordinator then sends an entitlement letter to the parents/guardians of each student who is eligible for ELL services, based on the NYSITELL results. The ELL Coordinator who is responsible for the initial identification of ELLs at Elm Tree Elementary School is Janet Reilly. Janet Reilly holds a common branch license and a biligual extension (grades 1-6).

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).

If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE identification process.

1. Administer the oral interview questionnaire.
2. For the students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we will be administer the Literacy Evaluation for Newcomer Sife.

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).

For students with an IEP and whose home language is other than English, the Language Proficiency Team which includes:

- Robert Rossen, School Psychologist
- Rosa Cardenas, Social Worker, Spanish Proficient
- Julissa Nicasio-Urena, School Guidance Counselor with bilingual extension
- Janet Reilly, ELL Coordinator with bilingual extension
- Ingrid Melgar, Special Education IEP Coordinator with bilingual extension
- Isabel Contreras, Speech Provider with bilingual extension
- Student's Parent or Guardian
- Translator if necessary

reviews evidence of the student's English langauge development. The LPT team recommends whether or not the student should be administered the NYSITELL. If the student is determenined to take the NYSITELL, the student is administered the NYSITELL and the ELL Identification Process continues as with all students.

If the LPT team recommends that the student not take the NYSITELL the LPT's recommendation is sent to the principal for review. Upon review, the principal determines whether the student should or should not take the NYSITELL. If the pricipal agrees with the recommendation, the determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. The ELL identification process terminates.

All steps must be completed ( the HLIS, Determination of NYSITELL eligibility, administration of the NYSITELL, and administration of the LAB) and placement into the ELL program chosen by the parent must be completed within 20 days for students with IEPs.

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.

The school ensures that entitlement and non entitlement letters are distributed within 5 days of ELL determination by continuously monitoring the the ITELL report on ATS to determine if the student is entitled to ELL services. If the student is determined to be entitled or not entitled a NYCDOE standard parent notification letter, in the parents' preferred language is sent home with the student. The

staff member responsible for this process is Janet Reilly, the ELL Coordinator.

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).

The Re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL identification process be administered a second time. The school must initiate a review of the ELL status determination upon a receipt of a written request from a student's parent or guardian, a student's teacher, or a student of 18 years or older. The parents are informed that they have the right to appeal ELL status within 45 days of enrollment through individual meetings with parents to discuss each student's ability in listening, speaking, reading, and writing in English.

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.

When a new ELL student enrolls at our school the ELL coordinator informs the parent of the three instructional models that are available in New York City, regardless of whether the preferred model is currently offered in the school. To inform parents of these options we provide a parent orientation where they can view the parent orientation video on the NYCDOE website in their preferred language. This video explains the three program options and the staff answers any questions that the parent may have in their home language. If and when we the staff is not able to translate we contact the translation and interpretation unit for an interpreter. Attendance is taken and any parents that are unable to participate are called and a letter is sent to home to schedule an appointment to come in and view the video and complete the parent survey and program selection form. This process must be completed within 10 days of the student's enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once registration is completed, all parents are invited to a parent orientation meeting to view the Parent Selection Video in their native language which discusses the three program choices available. Parents who did not attend are identified through attendance sheets. These parents are individually called and appointments are made at their convenience to come to the school and watch the video in order to complete the program selection form. Attempts are also made at "Meet the Teacher Night". If a parent is not responsive to all attempts of outreach including phone calls and mailings in the parent's preferred language, the student is placed in our Dual Language Program. Parents whose first choice is not the Dual Language Program are informed that they will be notified if the program of choice opens at our school.

The staff member in charge of organizing the completion of Parent Surveys and Program Selection forms is Janet Reilly, ELL Coordinator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school monitors the Parent Survey and Program Selection forms by continuously updating a student list as the surveys and parent choice forms are completed and returned. Outreach includes all phone calls and mailing correspondence in the parent's preferred language. The staff member responsible for overseeing this is Janet Reilly, ELL Coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed in the parent's home language as soon as the parent has chosen the program of their choice and the placement of their child has been determined. The staff member responsible for this process is Janet Reilly, ELL Coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The school retains ELL documentation for each child by placing all original forms in the student's cumulative file. Janet Reilly, the ELL coordinator, also keeps a copy of all documentation in a locked drawer.

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.

First, the school identifies eligible students by printing out a RLER report from ATS for a list of NYSESLAT eligible students. A letter with the scheduled dates and times of the NYSESLAT is distributed to parents/guardians in their home language. Any parents/guardians of NYSESLAT-eligible students who have long-term absences are called to ensure that students are present during the NYSESLAT administration days. NYSESLAT is administered by Janet Reilly, ELL Coordinator; Stephanie Estrada, bilingual teacher; Ingrid Melgar,

Special Education Bilingual Teacher and Alexandra Bauer, Special Education Bilingual Teacher. Janet Reilly creates a schedule for all four of the NTSESLAT components identifying where and when students will be tested as well as naming the proctors. Teachers sign to acknowledge receipt of testing memorandum. Students who are absent are rescheduled within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The school reviews NYSESLAT outcomes. The school then notifies parents by letter in the parents preferred language of the NYSESLAT outcomes and program continuation entitlement or transitional support before the beginning of the school year. Janet Reilly, ELL Coordinator, is responsible for this procedure.
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).

After reviewing the parent survey and program selection forms after the past few years the trend for our school is that most parents choose the Dual Language program. This school year , 79 out of 90 parents chose the Dual Language Program, 5 chose ESL stand alone, and 3 chose the Transitional bilingual program. This data shows us that we are aligned with parents request being that we offer the dual language program and that we are able to place the students in the program of their choice. As per Aspira Consent Decree, if and when the data shows that 15 or more ELL students who speak the same language in one or two continuous grades we will open the bilingual program of choice. The ELL coordinator will continuously analyze parent choice forms to determine the opening of any bilingual program.

## 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.  
Elm Tree has one K/1 12:1:1 special education program. These students receive services from Janet Reilly, TESOL teacher, who supports ELL students with services. Students who are identified as Entering or Emerging receive 360 minutes per week. Students who are identified as transitioning or expanding receive 180 minutes per week. In this classroom there are no students who were identified as commanding. Students in the class are heterogeneous in regards to proficiency levels.
  - b. TBE program. *If applicable.*  
Not Applicable
  - c. DL program. *If applicable.*  
Elm Tree services students from K - 2. Other than our one K/1 12:1:1 class referenced above, all students at Elm Tree including ICT students on each grade receive ELL instruction through our Dual Language Program. At Elm Tree Elementary School, instruction for ELLs is delivered using a 50/50 model in a collaborative Dual Language program. The students follow an AB schedule and receive instruction in their native language on one day and in English the next day. Students in each class are heterogeneous in regards to proficiency levels.
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)?

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

program all students in K - 2 receive their mandated number of instructional minutes according to proficiency levels.

Students in our monolingual Special Education 12:1:1 receive their mandated instructional minutes through an ESL instructor. Students identified as Entering or Emergin receive 2 Units of Study / 360 minutes per week of ESL instruction. Students identified as Transitioning or Expanding receive the mandated 1 Unit of Study / 180 minutes of ESL instruction per week. Students identified as Commanding receive the mandate .5 Units of Study / 90 minutes of ESL instruction per week.

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.

Our Dual Language classrooms use Reading Streets resources and the Foundations program to teach literacy in English. Calle de la Lectura and Estrellita are used to teach literacy in Spanish. Reading Streets and Calle are resources purchased through Pearson which are aligned to the Common Core Learning Standards. Foundations and Estrellita are phonics programs which support our literacy instruction. The Spanish and the English programs are aligned with one another and provide support in native language to ensure students are not losing important content / skills because of language acquisition.

The Envision program by Pearson is used for math resources in both Spanish and English classes. Spanish supports including technology and videos are provided to support instruction in the Spanish classes.

Social Studies is taught by the classroom teachers in both Spanish and English on alternating days. Students receive instruction in both languages to ensure content is not compromised.

Science is taught by a cluster teacher in English with ELL supports such as word walls, pictures, hands-on learning experiences, videos and the partnering of native Spanish speakers with native English speakers.

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

Students who did not pass the LAB-R are given the Spanish LAB to ascertain whether the child is fluent in their native language. In addition, students are assessed in their native language using running records to determine their language proficiency.

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

Content knowledge and reading skills and strategies for ELL students are assessed quarterly through a dialogue with both the Spanish and the English teacher. Analyzing test results from both languages through Fountas and Pinnell and Sistema, teachers evaluate the scores to determine content and skills levels that are not biased or indicative of language acquisition needs. Language acquisition for reading, phonemic awareness, sight words and writing are assessed separately by the English teacher and reflect the level of language acquisition in English. The Spanish teacher uses Sistema to assess language acquisition for reading, phonemic awareness, sight words, and writing. In addition, ELL students are evaluated in their native language with the on-going use of Estrellita.

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

NYC Performance Assessments

Fountas & Pinnell provides benchmarking and progress monitoring assessments in reading and writing 3 times per year.

Teachers College Writing Program provides unit assessments in writing acquisition in both language.

Teacher observations, student work, conference notes and student oral language assessments by ELL provider and classroom teacher.

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

a) At the present time we don't have any SIFE students. When we do acquire SIFE students, we will provide extra support for those students by differentiating instruction to fit their needs. Elm Tree Elementary will offer AIS periods, use of technology, and small group instruction, and an After School program to provide as much support as possible.

b) Classroom teachers begin with the NYSITELL results to form differentiated instructional groups. Teachers assess daily and collect data from formative and summative assessments as well as running records and daily observations. Student

grouping is fluid and changes continually depending upon the skill or content.

c) For ELL students that have been receiving service for 4 to 6 years, extra English support will be provided through small group instruction, differentiation, and the use of technology.

d) For long term ELLs extra support will be provided through small group instruction, differentiation, and use of technology.

e) For former ELLs support will continue to be provided for two years. Students will receive 90 minutes of instruction per week.

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.

For students re-identified as ELL or non-ELL, the school ensures that the student's academic progress has not been adversely affected by re-identification, qualified personnel reviews results of school based assessments, and the student's abilities in listening, speaking, reading, and writing in English. Also, between 6-12 months, the principal will consult with a qualified staff member in the school, the parent and the student to determine if the student has been affected by the determination. If so, the

principal must provide additional support services to the student as defined in CR Part 154-2.3 (j) and may reverse the determination within the 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

ELL students with IEPs are provided the opportunity to learn in the least restrictive environment in our Dual Language ICT class on each grade. Students learn alongside their general education peers with support and modified entry points when needed. Bilingual Special Education teachers travel between English and Spanish classes with the students to ensure language support is provided when needed.

Self-contained monolingual classes with students identified as ELLs receive support from a TESOL teacher for the mandated minutes per week.

Students are provided with extra support through RTI in small group instruction 3x per week.

Use of Smar Board and ELMO to display visuals in a larger format.

Native language teachers support students by providing clarifications and explanations.

Through differentiated instruction, all students are grouped and receive instruction based on their level of proficiency.

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?

ELL-SWD participate in an ICT Classroom that is also part of our Dual Language Program. One Spanish speaking Special Education teacher travels with the class between Spanish and English instruction. Students are placed in the ICT class depending on what is indicated on their IEP.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

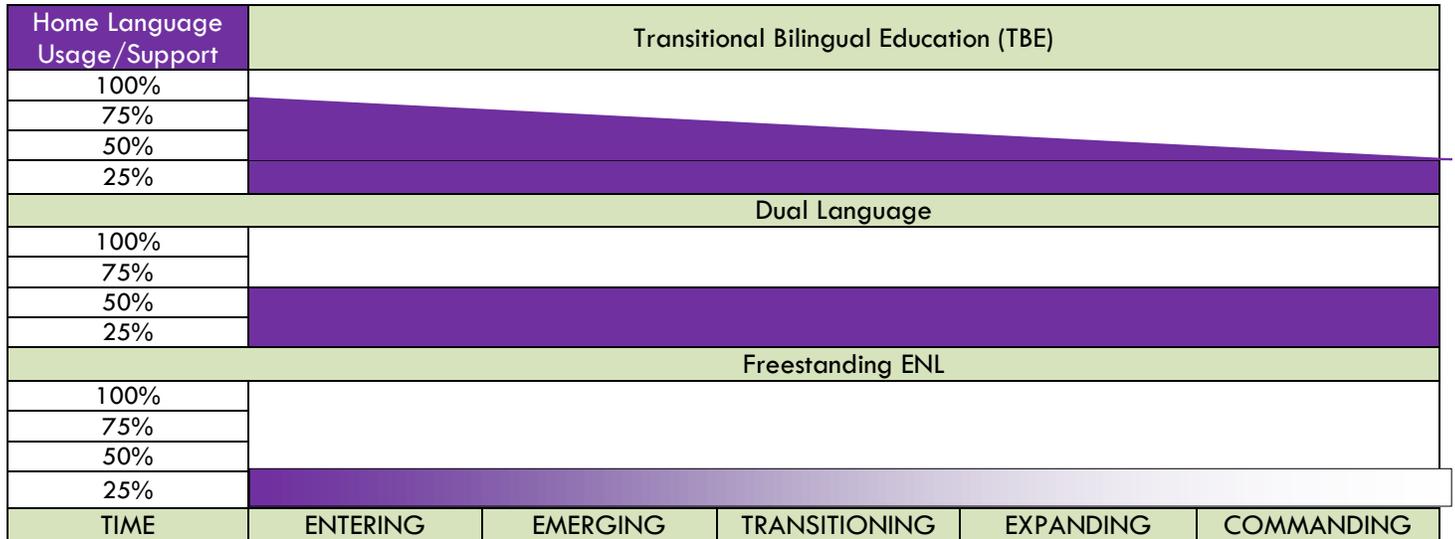


\*Note “other approved services” does not apply to New York City at this time.

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.

Our ELA intervention program consists of a combination of two programs, Fountas and Pinnell leveled literacy intervention and Foundations. Curriculum focuses on phonics, letter work, guided reading, drill, story time, word play and dictation. Tier two and Tier three students receive services in a small group in both pull-out and push-in. Our intervention services are provided in English, however, instructors provide support in their student's home language. Our Math intervention program is supplemented by Envisions. Envisions provides our students with additional practice in areas that have been proven to cause great difficulty. The students were selected based on the results on unit benchmarks. Students were serviced with a pull-out model. Tier three kindergarten and first grade students received targeted intervention on a 6:1 ratio for 50 minutes a week, which is one session per student. Our intervention services are offered in English however, instructors do provide support in their student's home language. Targeted Intervention in Social Studies and Science are provided through reading remediation and writing interventions. Non-fiction texts support the content areas of Social Studies and Science while providing instruction in reading non-fiction materials.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The Dual Language Program at Elm Tree Elementary School focuses on the needs of our ELLs by providing instruction in the students native language as well as the new language. Students receive half of their instruction in English, and the other half in the target language. Language is taught through content areas as well as literacy. The goal of our dual language program is to develop grade-level appropriate bilingual and biliterate academic skills in both English and the target language for all students. Data from NYSESLAT is collected to determine progress for ELL students in the areas of speaking, listening, reading and writing. This data is used to assess the quality of our literacy program. Data from the NYC Periodic Math Assessment is collected to determine progress for ELL students in math. This data is collected to assess the quality of our math program. Data from writing assessments is collected to evaluate the effectiveness of our writing program as well as our Science and Social Studies programs. All teachers in our learning community are trained in best practices for ELLs and are aware of which students in their classes are classified as ELLs through ATS data that is disseminated by the ELL Coordinator.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year we will implement a block literacy period as well as add additional support for ELLs with a push in teacher. The literacy period will consist of three components. Foundations, Guided Reading/Centers, and Reading Comprehension. We have also pura new program called Smarty Ants. Smarty Ants is a technology based program that focuses on early literacy skills such as alphabet recognition, phonemic awareness, fluency, and vocabulary development to build early literacy skills. We will also implement another technology based program called Raz-Kids. Raz-Kids also focuses on reading skills such as comprehension , fluency, and vocabulary. These technology based programs will include access from home for each student.
13. What programs/services for ELLs will be discontinued and why?

None at the present time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As a K-2 school with a 67% ELL population we afford equal access to all school programs for all of our ELLs through our Dual Lanaguage Program. ELL students have access to the same curriculum and supports as their native English speaking peers. We ensure that our ELL students have equal access to all school programs by creating programs that will support the learning of a new language. During the school day we provide our ELLs with our RTI program which focuses on phonics, letter work, guided reading, drill, story time, word play and dictation. We offer a range of three tiers of instruction. Our Tier two and three students receive their services in a small group pull-out model. For the upcoming school year we will be adding a literacy block which will help our students build on early literacy skills. We will also provide a push in teacher to assist with small group instruction. Our intervention services are offered in English however, instructors do provide support in their student's home language. This year we also implemented an After School Program that focused on our ELL population. Our After School program was offered two days a week for one hour and a half. The After School curriculum included extra support with phonics, reading, and writing. We were also able to provide a 30 minute block for technology. All communication between home and school is provided in both English and the parent preferred langauge to support parent engagement. Cultural celebrations are a part of our community to ensure students feel connected to our learning environment and feel that their culture is represented and acknowledged in our community.

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.

Pearson Reading Streets and its Spanish companion, Calle de la Lectura, both with Smartboard interactive components  
Envision math with extensive manipulatives and Smartboard interactive components  
Core Curriculum Social Studies curriculum in both Spanish and English  
Foundations in English and Estrellita in Spanish  
Spanish and English classroom libraries  
Foss hands-on Science program  
Art and Theatre to build language and allow students to express themselves  
Laptops, iPads and eReaders for small group instruction  
Imagine Learning available in Spanish  
RAZ KIDS and Smarty Ants

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

At Elm Tree Elementary School, instruction for ELLs is delivered using a 50/50 model of a collaborative Dual Language program. The students receive instruction in their native language on one day and in English the next day so that content is equally delivered in both the home language and the new language. The program model is a block model that is grade level and heterogeneous. Students travel between the two classes as a group. In addition to receiving instruction on alternating days in their native language, our Nurse, Guidance Counselor and our ELL Coordinator provide support throughout the day in their native language. Students are never without a means to express themselves, or placed in a situation where they cannot communicate. For EP students NLA support is provided through small group instruction, the use of ell strategies, word walls, teacher support, and the use of technology.

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

All required service support and resources correspond to ELLs age and grade levels. Students receive grade level instruction in ELA, Math, Science and Social Studies. Additional support gleaned from best practices in supporting language learners is used in all classrooms. Students are instructed at grade level and receive additional scaffolded academic language support. Students in need of remedial services receive RTI instruction. Teachers modify entry points for grade level instruction when necessary.

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).

Before the beginning of the school year, we hold a parent orientation. With all staff in attendance including the ELL Coordinator, AIS Coordinator, Guidance Counselor and Parent Coordinator, the school communicates the philosophy of our Dual Language program, discusses the resources that we offer both parent and child, and introduce all staff members. The meetings are all translated in spanish.

19. What language electives are offered to ELLs?

All content is delivered in English as well as the target language which is Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The model of instruction is side-by-side dual language. Students are placed in classes which strive for a 50-50 placement of EPs and ELLs. All content areas are taught equally in both English and Spanish. Students schedules follow an AB program. They learn all day in Spanish one day, and the following day they learn all day in English. Over the course of two weeks this provides students with 50% of learning time in each language. Emergent literacy is taught in both languages, on alternating days.

## 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.)

Elm Tree Elementary provides ongoing professional development for all ELL personnel and the entire staff. Teachers attend outside workshops as well as receiving professional development by in house appropriately certified ESL teachers, Assistant Principal, ELL Coordinator and Literacy and Math Coaches. These trainings are conducted on professional development days, at grade meetings, at faculty conferences and at workshops during the day and after school.

A 12 week professional development cycle will be implemented during September, October and November of 2015. This cycle will focus on incorporating best practices during guided reading, interpreting data during guided reading, identifying strategies for English Language Learners and students with disabilities and developing effective literacy centers to promote early literacy. Support and monitoring will continue through June to ensure sustainability. Additionally, PDs based on ELL strategies and support will be developed and provided.
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?

English Teachers and Paraprofessionals:  
Foundations -Phonics

Spanish Teachers and Paraprofessionals:  
Estrellita- Phonics

All Teachers and Paraprofessionals

  - Responsive Classroom - Establishing an Environment to Support Learning
  - Steps to Differentiation- All content areas
  - Depth of Knowledge- All content areas
  - Questioning Techniques - All content areas
  - Features of Accountable Talk - All content areas
  - Supporting ELLs Achievement Unpacked-Data for all content areas
  - 5 Levels of Speaking Open Ended Questions - All content areas
  - Protocols for :Turn and Talk , Small group Instruction, Learning Targets, Open ended Questions - All content areas
  - Goal Setting - All content areas
  - Raising the Rigor og Writing in Kindergatren - Writing
  - Getting Ready for the NYSESLAT/Changes -Reading, Writing, Speaking and Listening
  - Guided Reading Essential Elements - Reading
  - Special Education for ELLs -

ELL Coordinator and Literacy Coach:

  - NYSESLAT Training
  - Estrellita Training
  - Foundations Training
  - ELL Basics
  - Testing Training

Assistant Principal:

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

At the current time we only have grade K, first, and will have a second grade next school year.
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.

Our school will ensure that we meet the professional development requirements by creating and developing PDs that focus on language acquisition, best practices for co-teaching and integrating language and content for ELLs. Agendas and attendance will be created and kept in the professional development binder.

Professional Development will include but will not be limited to:

Creating a Language Support Environment for the ELL Student

Language Allocation Policy

Unpacking the NYSESLAT Test

Unpacking the NYSESLAT Data

Building Academic Language for ELLs

Supporting Speaking and Conversation for ELLs in the Classroom

Estrellita-Phonics in the Spanish Classroom

## 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?

Before the school year begins, the school offers the parents an opportunity to meet the teachers and discuss our Dual Language Program. At this meeting we explain our school philosophy and answer any questions that the parents may have about our Dual Language Program. Additionally, the school provides several ELL parent orientation meetings to discuss and complete the parent survey and parent choice form. Parents watch the NYCDOE parent choice video, in their preferred language, which explains each of the three programs that are available for their child and are free to ask any questions that they may have.

As per the DR Part 154 regulations, in addition to all parent teacher conferences, teachers ensure that parents of ELL students attend at least one conference opportunity on Tuesday afternoon or any other time of their choosing, to discuss their child's language development progress, their child's English Language proficiency assessment results and language development needs in all content areas. Attendance data is kept by teachers to monitor the need for future outreach.

Also, to prepare the parents and students for NYSESLAT testing, we hold several NYSESLAT workshops which explain what the NYSESLAT is as well as explain each modality of the exam. Examples are provided for student preparation. Teachers are available for translation at any of the discussed events.

To ensure that parents are aware of these events we send home letters, send phone blasts, and ensure that it is marked on the school calendar. All letters are sent in the student's home language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All workshops, PTA meetings, SLT meetings, calendars, posters, and flyers are translated to the language preferred by parent/guardian. Parents are welcomed and encouraged to come in for any assistance needed as well as participate in all school events. Our PTA and SLT both have ELL parents as executive chairs members. All meetings are conducted in both languages English and Spanish. Ms. Lucia Ferreira, our Parent Coordinator is instrumental in planning, sending out notices and securing participants for all parent engagement activities.

Parent opportunities include, but are not limited to:

CookShop

Homework Assistance

Cool Culture

ESL Classes

Computer Training

Zumba

PTA Meetings

SLT Meetings

Thanksgiving Celebration

Dual Language Celebration

Kindergarten Stepping Up

Christmas Cookies and Milk

Fathers Day Activities

Mothers Day Activities

Dads Bring Your Child to School Breakfast

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Elm Tree partners with several organizations to provide both workshops and services to our community. We partner with Cool Culture in order to provide families with the opportunity to visit over 90 museums, zoos and gardens with their families free of charge. We also partnered with CookShop for our students as well as CookShop for Families. CookShop for Families provides workshops for our parents so they are able to build upon what their children learn in school and share cooking and learning experiences at home. In addition, each of our family participants are able to bring home a bag of groceries after each workshop.

The school also partners with several Community Based Organizations to provide workshops for ELL parents such as NYC Parent Partnership (United We Stand of New York), MetroPlus and Immigrant Movement International.

We consider these community based organizations to be very important to our parents, not only do they provide important educational information to our parents but they also provide, nutrition and health awareness.

5. How do you evaluate the needs of the parents?

Through PTA meetings, SLT meeting, Parent workshops, phone calls, teacher meetings, and surveys we are able to assess and evaluate the needs of our parents.

The parent coordinator sends out surveys and elicits information from parents to ascertain wants and needs of parents. All reasonable parent requests are honored in an effort to build parent support/engagement.

All communication and workshop presentations are presented in the parents preferred language.

6. How do your parental involvement activities address the needs of the parents?

Our school evaluates the needs of the parents through parent workshops, PTA meetings, SLT meetings and phone calls. The Parent Coordinator then assesses the needs of the parents to create and develop parent involvement activities.

All communication and workshop presentations are presented in the parents preferred language.

#### **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: Elm Tree Elementary School**

**School DBN: 24Q211**

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)
Donna Estro	Principal		6/26/15
Kristen Niven	Assistant Principal		6/26/15
Lucy Ferreira	Parent Coordinator		6/26/15
Alexandra Bauer	ENL/Bilingual Teacher		6/26/15
Gricel Garcia	Parent		6/26/15
	Teacher/Subject Area		6/26/15
	Teacher/Subject Area		6/26/15
Stephanie Estrada	Coach		6/26/15
Janet Reilly	Coach		6/26/15
Julissa Nicasio-Urena	School Counselor		6/26/15
Madeline Chan	Superintendent		6/26/15
	Borough Field Support Center Staff Member _____		6/26/15
	Other _____		6/26/15
	Other _____		6/26/15
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **24Q211** School Name: **Elm Tree Elementary School**  
Superintendent: **Madeline Chan**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

Upon registration the emergency card is completed by the parent. The parent indicates each parents preferred written language and oral language. Once registration papers are completed the ELL Coordinator conducts a Home Language Survey to determine if the child is eligible for testing. The last question on the HLIS ask the parent their preferred language of oral communication and written communication. All of this information is collected by the ELL Coordinator/Language Access Coordinator. The Coordinator can also run an RAPL list from ATS to receive this information.

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.

Parents preferred language for written communication:  
Spanish-191  
English- 66  
Chinese-5  
Bengali-4  
French-2  
Indonesian-1

Parents preferred language for oral communication:

Spanish-191  
English- 66  
Manderin-2  
Chinese-2  
Bengali-4  
French-2  
Indonesian-1  
Cantonese-1

## **Part B: Creating a Communications Calendar**

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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.)

The following letters that require translation are :

Orientation letters are sent out in August  
School supply lists in August  
Busing letters in August/September  
School lunch letters in August/September  
Elm Tree Agenda in September  
Newsletters throughout the year  
School Calendar throughout the year  
PTA letters throughout the year  
Workshop letters throughout the year  
Events letters throughout the year  
Reminders throughout the year  
Testing letters in April  
Entitlement letters in September

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.

Parent orientation meeting in late August  
Meet the teacher night in September  
Parent survey and choice meeting August/September  
Parent Teacher Conferences in November, March, May  
PTA meetings throughout the school year  
SLT meetings through the school year

## Part C: Providing Language Assistance Services

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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.

Elm Tree School will meet identified translation needs by translating all parent letters in house by school staff whenever possible. When not possible the school will submit letters needed to be translated to the Translation and Interpretation Unit in advanced. The school will also submit a request to the Translation and Interpretation Unit if a translator is needed for any of the parent meetings necessary.

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.

Elm Tree School will meet identified interpretation needs by running a RAPL list from ATS to determine language needs. We will use in house staff to translate for Spanish speakers. If it is determined that a translator is necessary we will submit a request to the Translation and Interpretation Unit. If an interpreter is needed immediately the school will call for an over the phone interpreter.

## Part D: Training Staff on Policies and Procedures

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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 Language Access Coordinator has attended training. The LAC will communicate the services available to the staff during a staff meeting at the beginning of the year. Any informational guides, brochures, palm cards will be distributed at the meeting.

## Part E: Providing Notice of Language Assistance Services

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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

The Language Access Coordinator has attended training. A welcome poster is posted at the school entrance. The Language ID Guide is also posted at the security desk and the Main Office. The Parents' Bill of Rights and Parents Guide to Language Access is sent home with the child.

**Part F: Monitoring and Quality Control**

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

The Language Access Coordinator and Parent Coordinator will gather feedback on available services through PTA meetings, SLT meetings, Parent Surveys, and informal conversations with parents. During the 2015-2016 school year we will develop a focus group of parents to identify ways to improve or add upon current school practices.