

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	09X311
School Name:	LUCERO ELEMENTARY SCHOOL
Principal:	KATTIA CUBA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Lucero Elementary School School Number (DBN): 09X311
Grades Served: K-4
School Address: 1425 Walton Avenue, Bronx, NY 10452
Phone Number: 718-681-8701 Fax: 718-681-8707
School Contact Person: Kattia Cuba Email Address: Kcuba2@schools.nyc.gov
Principal: Kattia Cuba
UFT Chapter Leader: Alourdes Monestime
Parents' Association President: Betsaida Camacho
SLT Chairperson: Juana Lopez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ma Rosa Salazar
Student Representative(s):

District Information

District: 09 Superintendent: Leticia Rodriguez Rosario
Superintendent's Office Address: 1245 Washington Avenue ,Bronx, New York 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: (718) 410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave., Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 or 718-741-8895 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)
Kattia Cuba	*Principal or Designee	
Alourdes Monestime	*UFT Chapter Leader or Designee	
Betsaida Camacho	*PA/PTA President or Designated Co-President	
Juana Elisa Lopez	DC 37 Representative (staff), if applicable	
Ma Rosa Salazar	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Guadalupe Garcia	Member/ Parent	
Artemia Hernandez	Member/ Parent	
Desiree Jimenez	Member/ Parent	
Abiluz Perez	Member/ UFT Member (Teacher)	
Ana Rodriguez	Member/ UFT Member (Teacher)	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At Lucero Elementary School, our vision is to develop individuals that are active participants in the social, economic, and political systems of our world and who apply what they have learned to care for the world in which they live and find solutions to the challenges of the twenty-first century.

Our mission is to cultivate 21st century, college-bound learners who embark on gaining a rich understanding about the issues impacting the local and global communities of which they are a part and who become equipped with the academic, inter-personal, and technological skills necessary for growing into participatory citizens who generate solutions for a better world. At Lucero Elementary School, students will become the Einsteins of social ideas and solutions. When one of our students shines brightly, so does the world.

OUR LUCERO “PEACE” VALUES are the foundation that drives every aspect of our activities:

- Perseverance: We tirelessly pursue our goals, especially when the work gets tough.
- Enthusiasm for Learning: We make our learning joyful and worthwhile by being mentally and physically industrious every day.
- Activism for Social Justice: We are aware citizens who care about our local and global communities and take action to make the world shine brightly.
- Collaboration: We work productively, attentively, and respectfully to achieve the best results for the whole team.
- Empathy: We care about others by placing ourselves in their shoes to better understand their feelings, thoughts, and experiences.

Research-based planned instructional practices promote rigorous, sustainable, and engaging quality classroom interactions to ensure that we achieve our over-arching school mission. To set the tone for how our school will continue to approach instruction and learning, professional development focusing on our school’s mission, vision, core values, essential intellectual skills, and character traits to be developed is provided in the first week of our summer planning institute. Teachers learn to understand how each of the aforementioned components inter-relate with one another on a daily basis to ensure that we achieve the mission of our school. Teachers are provided with and trained on how to implement the Common Core aligned curriculum units of study across all subject areas.

Following is a table of the current demographic breakdown of students at Lucero Elementary School (last snapshot taken June 2015):

Total Student Population: 238 students		

School Level

Elementary Schools	238	100%
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Gender

Female	107	44.96%
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Male	131	55.04%
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Ethnicity

HISPANIC	208	87.39%
AMER. INDIAN OR ALASKAN NATIVE	2	0.84%
BLACK	25	10.50%
WHITE	3	1.26%

English Language Learners (ELL)

ELL	124	52.10%
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Special Education

General Ed	223	93.70%
Least Restrictive Environment	15	6.30%

The majority of our students are Hispanic, English Language Learners. Due to this demographic and the overwhelming demand of the community for bilingual services, Lucero offers Dual Language programming that gives the opportunity for our students to preserve and celebrate their own culture, while learning the new second language and culture.

Teachers in the Dual Language program will follow the same instructional plan as the general education section of the school. They use sheltered instruction approaches to serve ELLs in the program and differentiate for all learners as gleaned from assessment data.

In the Grade K Dual Language classrooms, instruction is offered through the 80/20 model. In Grade K instruction is provided in the following manner: Literacy and Mathematics instruction in Spanish (80%) and Science and Social Studies in English (20%) so that we can “front-load” the Spanish language to ensure greater success in the program as they move along year to year.

In Grade 1-4 Dual Language classrooms, instruction is offered through the 50/50 model. The classes are self contained. Grade 1-4 teachers provide all content areas in both English and Spanish. On the next day, the classes will switch and receive instruction in all subject areas in the opposite language. Thus, students will receive 50/50 in both English and Native Language Arts. In Grade 3 and 4, one Dual Language classrooms will also have a Dual Language ICT class to support students with IEPs.

Students are assessed in both languages across all subject areas. Teaching points are identified by teacher teams for each lesson delivered across the subject areas. Teachers create assessment spreadsheets to go along with each lesson to compare what students should be able to do by the end of the lesson with what they actually are able to do after a lesson. For example, for a lesson that focuses on how to reference poetry in order to locate answers to questions that evidence thinking, teachers might identify the following assessment checkpoints:

- Student is able to refer use stanza and line when referencing the text.
- Student is able to evidence their thinking with accuracy.

Thus, teachers across the grade are able to monitor for the same skills and use this data to refine instructional practices and the curriculum unit plans. ELA and NLA standards are used to identify teaching points (objectives) and to develop assessment checkpoints.

Teachers use the DRA reading assessment kit to assess reading fluency and comprehension in both English and Spanish. Each kit provides teachers with tools to identify the independent and guided reading level of each student. Data gleaned

through the assessment helps teachers to identify a focus for instruction. This assessment is used 4 times per year as a diagnostic, formative, and summative assessment of reading.

Performance tasks at the beginning and completion of literacy and math units help teachers to determine growth in specific units and targeted standards. Rubrics help to identify learning targets, so that growth may be ascertained.

In addition, students are informed of the data collected and are taught how to self-assess and set goals. They assess themselves on rubrics and reflect upon the attainment of goals.

Teachers meet in teams once per week to review the data gleaned through daily formative assessments (e.g. writing, publishing pieces, observations, assessment checkpoints) and periodic assessments. Teachers use protocols to ensure a structured approach towards reviewing data. They use information gleaned through the review to make revisions to units of study, lessons, or to differentiate parts of lessons to meet the needs of specific students.

All units of study are aligned to the Common Core Learning Standards (CCLS). Units of study evidence planning to address the needs of ELLs and the English dominant students in the Dual Language program. Rubrics use the CCLS as a tool for development, as it allows teachers to accurately align instruction to the standards. In addition, the Tri-State Rubric for Quality Instruction in Literacy and Math units of study (supported by Engage NY) help teachers to identify tangible characteristics that ensure rigor in lesson planning. The Tri-State rubric addresses 4 dimensions in lesson and unit planning including: 1) Alignment to the Rigor of the CCLS, 2) Key Areas of Focus in the CCLS, 3) Instructional Supports, and 4) Assessment. The rubric offers teachers a common language in regards to defining rigor in a concrete manner.

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2014-15) include the following:

Supportive Environment : The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 2.2 the 2014-15 Quality Review)

Although all six areas of the Framework for Great Schools will be addressed, our priority areas of focus, deriving from the Framework for Great Schools, for year 2015-16 include the following:

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. (Formulated through our rating of “Developing” on Indicator 1.2 [Instructional Core] on the 2014-15 Quality Review)

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. (Formulated through our our rating of “Proficient” on Indicator 4.2 [Systems for Improvement]on the 2014-15 Quality Review)

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. (Formulated through designation of a Community School--though not classified as a Renewal School--which will facilitate our school-wide campus (in collaboration with PS 294 and PS 64) to provide additional community services to our families and students in-house and through collaboration with neighborhood CBO’s).

09X311 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03	Total Enrollment	234	SIG Recipient	YES
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	119.9%	% Attendance Rate			90.7%
% Free Lunch	98.1%	% Reduced Lunch			1.3%
% Limited English Proficient	56.4%	% Students with Disabilities			20.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			7.7%
% Hispanic or Latino	90.4%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			4.93
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.

Following is the overarching Quality Review data ratings our school earned in the 2014-15 school year:

In addition, the articulated findings regarding our “Area of Celebration” and “Area of Focus” include the following:

Area of celebration: Quality Indicator 2.2 Assessment

Rating: Well-Developed

Findings: The school’s assessments are well aligned to the school’s curricula and provide students and teachers with a clear profile of students’ mastery of targeted skills. Common assessments are used to chart and track student progress across content areas and grades, as well as inform instructional adjustments for all learners to improve mastery of learning goals.

Impact: Teachers’ analysis of assessment data and student work equips teachers and students with feedback on students’ performance, resulting in teachers accurately measuring student progress and implementing targeted adjustments to accelerate student mastery of learning goals.

Area of Focus: Quality Indicator 1.2 Pedagogy

Rating: Developing

Findings: Instructional practices across classrooms do not result in consistent engagement of students in activities that promote high level discussions and higher order thinking. Teachers are beginning to differentiate instruction to meet the needs of all learners, including English Language Learners and students with disabilities.

Impact: Different access points are becoming available for students through discussions and differentiation of learning in a few classrooms. Some students do not receive the support needed for them to develop and demonstrate higher order thinking skills in all content areas.

Data from our DRA and Writing and Math Performance Tasks yields the following information:

PROFICIENCY LEVELS DATA

DRA

	Grade K		Grade 1			Grade 2			Grade 3		
Level	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015
1	8%	52%	73%	62%	41%	66%	81%	62%	63%	58%	53%

2	80%	14%	5%	9%	12%	25%	6%	2%	20%	7%	1%
3	6%	8%	15%	7%	15%	2%	2%	20%	8%	4%	17%
4	6%	26%	7%	22%	31%	8%	11%	18%	9%	32%	28%

*Students in Grade K were assessed for the first time with the DRA2 reading assessment in December 2014.

****In May 2015, the following grades met our 45% goal: Grade 1 (46%), and Grade 3 (45%)**

SCHOOLWIDE

Level	All Grades	All Grades	Grades
	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015
1	67%	53%	52%
2	17%	23%	6%
3	8%	5%	16%
4	8%	19%	26%

*In September 2014, Grade K students are not assessed with the

**In December 2014, all Grade K students were assessed with

***** In May 2015, 42% of all students are performing at Level 3 or 4.**

ELLS READING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	59%	27%	5%	9%
GRADE 1	53%	12%	16%	19%
GRADE 2	69%	3%	22%	6%
GRADE 3	74%	0%	17%	9%
SCHOOLWIDE	64%	9%	16%	11%

NON ELLS READING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	46%	4%	10%	40%
GRADE 1	22%	14%	14%	50%
GRADE 2	54%	0%	14%	32%
GRADE 3	42%	2%	13%	43%
SCHOOLWIDE	41%	5%	16%	27%

Findings: The NON-ELL students are outperforming the ELL students school wide. There are 43% of level 3 and 4 students who are non-ELLs versus 27% of ELLs. This is attributed to the large number of bilingual students who are just emerging as English readers. We will strengthen our assessment of all students in Spanish as well this year to make a comparison of reading proficiency, as it is critical to understand whether a child has a literacy foundation overall in their own native language. If so, we will be able to pinpoint the types of services required to support the student's English language acquisition. If the child does not have literacy skills in either language, different supports will be put into place, including but not limited to: Estrellita phonics program, Foundations phonics program, Starfall, Reading A-Z, Fountas & Pinnell guided reading in English or Spanish. In addition, students are grouped by proficiency levels in reading/writing and listening/speaking to support their language acquisition during small group instruction in the classroom. Any student in either group who is struggling in either language will have RtI Tier II or III instruction in a language of strength.

IEP READING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	100%	0%	0%	0%
GRADE 1	71%	28%	0%	0%
GRADE 2	89%	0%	11%	0%
GRADE 3	77%	0%	8%	15%
SCHOOLWIDE	82%	6%	6%	6%

NON IEP READING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	47%	15%	9%	29%
GRADE 1	38%	10%	17%	35%
GRADE 2	58%	2%	20%	20%
GRADE 3	50%	2%	18%	30%
SCHOOLWIDE	48%	7%	16%	29%

Findings: There are more non-IEP students performing at Level 3 than there are students who have IEPs (16% compared to 6%). In addition, the students without IEPs performing at Level 1 include 52% while 82% of students with IEPs are performing at Level 1 (a 30% difference). In grade 3, the data show that 23% of students with IEP are performing at Level 3 or 4, while their non IEP counterparts show a 48% Level 3 or 4 performance percentage. This informs that overall, these subgroups have similar overarching needs, which will be addressed through Teacher Teams as they review data, make instructional plans, and revise the curriculum. Students will identified for RTI groups and at-risk SETSS (above and beyond ICT class).

Writing Data:

Grade Level Writing Data

Level	Grade K			Grade 1			Grade 2			Grade 3		
	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015
1	100%	15%	4%	96%	41%	29%	57%	24%	26%	51%	46%	39%
2	0%	83%	38%	4%	59%	59%	42%	49%	59%	46%	46%	49%
3	0%	2%	50%	0%	0%	12%	2%	27%	15%	3%	8%	13%
4	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SCHOOLWIDE

Level	All Grades	All Grades	All Grades
	Sept 2014	Jan 2014	May 2015

1	74%	34%	26%
2	25%	56%	51%
3	1%	10%	22%
4	0%	0%	2%

*Data compared is the baseline against the opinion post performance tasks.

****24% of students are writing on grade level.**

ELLS WRITING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	0%	42%	54%	4%
GRADE 1	45%	52%	3%	0%
GRADE 2	41%	52%	7%	0%
GRADE 3	58%	37%	5%	0%
SCHOOLWIDE	39%	45%	16%	1%

NON ELLS WRITING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	8%	33%	46%	13%
GRADE 1	5%	70%	25%	0%
GRADE 2	5%	68%	26%	0%
GRADE 3	16%	63%	22%	0%
SCHOOLWIDE	9%	58%	29%	3%

Findings:

- ELLs outnumber non ELLs performing at a Level 1 more that 4 to 1.
- Non ELLs outperform Ells performing at a Level 4, 3 to 1.
- In Kindergarten, the ELLs have a slight advantage over the Non ELLs scoring Level 3 (54% compared to 46%). This lead dissipates for students in grades 1-3.
- Kindergarten students; both ELLs and Non ELLs outperform all students grades 1-3 in scoring Level 3 in writing. They also score more Level 3s than do students in grades 1-3. The fact that students in grade K typically receive more scaffolding than do students in grades 1-3 may account for this result.
- There are more Non-ELL students performing at Level 3 than there are students who are ELLs (by 13%).
- There are more Level 1 ELLs compared to Non-ELLs.

This informs that this subgroup (ELLs) may require structured differentiation, which would be planned for during Teacher Team meetings. In addition, Vertical teams will need to review and analyze this data as well in order to plan and make instructional adjustments to the living curriculum.

IEP WRITING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	33%	33%	34%	0%
GRADE 1	43%	57%	0%	0%
GRADE 2	22%	67%	11%	0%
GRADE 3	60%	30%	10%	0%
SCHOOLWIDE	41%	47%	13%	0%

NON IEP WRITING

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	0%	39%	52%	9%
GRADE 1	27%	59%	14%	0%
GRADE 2	27%	57%	16%	0%
GRADE 3	35%	52%	13%	0%
SCHOOLWIDE	23%	51%	23%	2%

Findings:

- Student IEP status shows minimal effect on whether students perform at a level 4 except in Kindergarten where Non IEP students outpace IEP students by 9%.
- Students with IEPs in Grade 1 are unable to perform at Levels 3 or 4.
- Students with IEPs school wide, outnumber Non IEP students almost 2 to 1 (41% to 23%) in performing at a Level 1.
- School wide, there is minimal difference between the students scoring Level 2 between the IEP students and the Non IEP students (47% compared to 51%, a difference of 4%).
- There are more Non IEP students performing at Level 3 than there are students who are IEP students (by 10%).

This informs that this subgroup (IEP students) continues to require carefully planned differentiation, which will be addressed during Teacher Team meetings. In addition, Vertical Teams will need to review and analyze this data as well in order to plan and make instructional adjustments to the living curriculum.

Math Levels:

Grade Level Math Data

	Grade K			Grade 1			Grade 2			Grade 3		
Baseline: Sept 2014	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015
1	13%	13%	9%	39%	62%	10%	20%	24%	4%	58%	20%	33%
2	20%	10%	25%	19%	27%	33%	48%	47%	33%	35%	44%	61%
3	33%	24%	19%	22%	11%	54%	24%	19%	50%	7%	36%	4%
4	34%	53%	47%	20%	0%	2%	8%	10%	13%	0%	0%	2%

SCHOOLWIDE

Level	All Grades	All Grades	All Grades
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	Sept 2014	Jan 2014	May 2015
1	34%	21%	13%
2	29%	24%	37%
3	18%	21%	35%
4	19%	34%	15%

*In September 2014, Grade K students are not assessed with the
***50% of all students are performing at level 3 or 4.**

ELLS MATH

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	19%	33%	5%	43%
GRADE 1	15%	48%	37%	0%
GRADE 2	3%	38%	53%	6%
GRADE 3	29%	71%	0%	0%
SCHOOLWIDE	15%	46%	27%	12%

NON ELLS MATH

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	0%	17%	29%	54%
GRADE 1	5%	14%	76%	5%
GRADE 2	7%	21%	43%	29%
GRADE 3	36%	50%	9%	5%
SCHOOLWIDE	12%	26%	38%	24%

Findings: There is more Non-ELL students are performing slightly more proficient than the ELL students school wide. There are 39% of level 3 and 4 students where as 62% Non- ELL students are a level 3 and 4. In order to ensure success for the students the teachers will participate in teacher team meetings using the data to drive instruction. Students will be grouped by proficiency levels in math during small group instruction to differentiate based on their needs using manipulatives, visuals, and scaffolding information based on Tier II or III activities.

IEP MATH

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	0%	14%	57%	29%
GRADE 1	17%	33%	50%	0%
GRADE 2	0%	75%	25%	0%
GRADE 3	71%	29%	0%	0%
SCHOOLWIDE	19%	43%	32%	6%

NON IEP MATH

GROUP	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE K	0%	13%	49%	38%
GRADE 1	10%	33%	55%	2%
GRADE 2	6%	19%	58%	17%
GRADE 3	22%	70%	5%	3%

SCHOOLWIDE	9%	34%	42%	15%
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Findings: There are more Non-IEP students performing at a level 3 and 4. There are 57% Non-IEP students performing at a level 3 and 4, compared to the 38% IEP students. These groups have similar needs, which will be addressed through teacher team meeting by analyzing data to make instructional plans using Tier I and Tier II differentiated activities.

PROFICIENCY GROWTH DATA

Reading ALL

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	4%	20%	28%	44%	2%	2%
Grade 1	25%	22%	42%	2%	0%	9%
Grade 2	14%	14%	52%	8%	0%	12%
Grade 3	13%	13%	52%	4%	1%	17%
School-wide	14%	16%	45%	13%	1%	11%

*Comparison is based upon September 2014 DRA-2 data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****30% of all students in Grade K-3 moved up at least one reading proficiency level from September 2014.**

Reading

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	0%	14%	32%	49%	5%	0%
Grade 1	22%	19%	50%	0%	0%	9%
Grade 2	22%	10%	53%	6%	0%	9%
Grade 3	11%	11%	62%	5%	0%	11%
School-wide	15%	13%	51%	12%	1%	8%

*Comparison is based upon September 2014 DRA-2 data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****28% of all ELL students in Grade K-3 moved up at least one reading proficiency level from September 2014.**

Reading

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	60%	0%	20%	0%	20%	0%
Grade 1	29%	0%	71%	0%	0%	0%
Grade 2	11%	0%	78%	11%	0%	0%
Grade 3	0%	0%	100%	0%	0%	0%
School-wide	18%	0%	76%	3%	3%	0%

*Comparison is based upon September 2014 DRA-2 data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****18% of all**

Writing ALL

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	35%	52%	3%	0%	0%	10%
Grade 1	51%	11%	27%	0%	0%	11%
Grade 2	47%	6%	25%	6%	0%	16%
Grade 3	14%	1%	64%	5%	0%	16%
School-wide	35%	15%	33%	3%	0%	14%

*Comparison is based upon September 2014 baseline data and May 2015 performance task data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****50% of all Grade K-3 students moved up at least one writing proficiency level from September 2014.**

Writing

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	35%	54%	0%	0%	0%	11%
Grade 1	45%	4%	39%	0%	0%	12%
Grade 2	41%	8%	34%	10%	0%	7%
Grade 3	12%	0%	67%	2%	0%	19%
School-wide	32%	13%	39%	3%	0%	13%

*Comparison is based upon September 2014 baseline data and May 2015 performance task data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****45% of all Grade K-3 ELL students moved up at least one writing proficiency level from September 2014.**

Writing

Students	Moved Up One Level	Moved Up Two Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	33%	33%	33%	1%	0%	0%
Grade 1	57%	0%	43%	14%	0%	0%
Grade 2	42%	0%	33%	8%	0%	17%
Grade 3	31%	0%	38%	8%	0%	23%
School-wide	39%	6%	37%	5%	0%	13%

*Comparison is based upon September 2014 baseline data and May 2015 performance task data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****45% of all Grade K-3**

Math ALL

Students	Moved Up One Level	Moved Up Two or Three Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	24%	10%	51%	8%	2%	6%
Grade 1	6%	2%	51%	12%	18%	14%
Grade 2	31%	8%	45%	8%	2%	8%
Grade 3	32%	6%	32%	6%	0%	11%

School-wide	25%	7%	48%	9%	6%	11%
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*Comparison is based upon September 2014 baseline data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****32% of all Grades K-3 students moved up at least one math proficiency level from September.**

Math

Students	Moved Up One Level	Moved Up Two or Three Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	14%	14%	59%	8%	0%	5%
Grade 1	13%	6%	65%	13%	0%	4%
Grade 2	24%	9%	41%	21%	0%	6%
Grade 3	22%	0%	59%	11%	0%	7%
School-wide	18%	7%	55%	13%	0%	4%

*Comparison is based upon September 2014 baseline data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****25% of all Grades K-3 ELL students moved up at least one math proficiency level from September.**

Math

Students	Moved Up One Level	Moved Up Two or Three Levels	Level Remained the Same	Down 1 Level	Down 2 Levels	N/A
Grade K	29%	14%	43%	14%	0%	6%
Grade 1	43%	14%	41%	0%	0%	3%
Grade 2	43%	7%	29%	7%	0%	14%
Grade 3	25%	0%	63%	0%	0%	2%
School-wide	36%	8%	42%	55%	0%	13%

*Comparison is based upon September 2014 baseline data and May 2015 data.

**N/A is applied to students, such as new admits, who do not yet have comparison data as of the last assessment.

*****44% of all Grades K-3 SWD students moved up at least one math proficiency level from September.**

As evidenced by 2014-2015 Quality Review, our school's strengths are developing units of study based on the Common Core Learning Standards and are coherent across the grades using student work and data of individual and groups of students including ELLs and SWD. The curriculum that is designed reflects instructional shifts.

In ELA:

- Reading Units are balanced 50% informational and 50% fictional
- All informational and opinion tasks are derived from sources
- Sources that support student writing, and reading texts are selected for appropriate complexity. Text supports and differentiated materials are planned where necessary.

In Math:

- Students are expected to have speed and accuracy with simple calculations
- Students deeply understand concepts and move within a topic in several ways with success before moving on
- Students are expected to use math and choose the appropriate concept for application independently.
- Students are practicing and understanding concurrently.

Students need further work developing skills and strategies for building academic language. Differentiation throughout units need to be strengthened in order to support Students with Disabilities (SWDs), English Language Learners (ELLs), Spanish Language Learners in Dual Language classrooms, and students performing above grade level.

The students need to have speed and accuracy when solving simple calculations in order to delve deeper when problem solving. Using strategies to solve one and two-step word problems by showing and explaining their mathematical thinking.

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.

15% of students in Grades 3 and 4 will achieve proficiency level 3 or 4 on state reading, writing, and math by the close of the 2015-2016 academic year as measured by:

- Writing performance tasks for writing
- DRA results in reading for grades 3 and 4
- State ELA results in reading for grades 3 & 4

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Students in grade 2 will participate in Lucero Summer Enrichment Program</p> <p>Students in grade K will attend Kindergarten-Extended Day</p> <p>Students in grade 1 that have that have been identified in grade K, performing below grade level will participate in The Reading Recovery Program.</p> <p>Students in Grades 1-4 will participate in PS/CS 311 Afterschool</p> <p>Students in grades K-4 will participate in RTI Response to Literacy activities</p> <p>Teachers will continue to work with a metamorphosis consultant</p> <p>Classroom teachers and related service providers will incorporate fluencies as routines.</p>	<p>Students performing at level 2</p> <p>Students scoring: 41 and under on CAP Concepts of Print Assessment</p> <p>Lowest performing grade 1 students</p> <p>Students performing at level 1 & 2</p> <p>Students performing at levels 1 & 2</p> <p>Classroom Teachers</p> <p>Teachers and Students</p>	<p>November 2015–May 2016</p> <p>July 2015-August 2015</p> <p>Cycle 1 starting :</p> <p>November 2015–May 2016</p> <p>October 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>4 Reading Recovery Teachers;</p> <p>Classroom teachers</p> <p>All instructional staff</p> <p>Metamorphosis Math Consultant, Math Facilitator</p> <p>Classroom Teacher/Math Facilitator</p>
<p>Teachers will participate in Professional Development activities focused on engagement and rigorous questioning techniques</p> <p>Teachers will participate in Professional Development activities focused on Balanced Literacy pedagogy</p>	<p>All instructional staff</p> <p>All instructional staff</p> <p>Select teachers</p>	<p>July 2015 – ongoing</p> <p>July 2015 – ongoing</p>	<p>Generation Ready Consultant, Lit-Life Consultant, Literacy Coach</p> <p>Generation Ready Consultant, Lit-Life Consultant, Literacy Coach</p>

<p>Teachers will participate in ‘Showcase Schools’ visitations</p> <p>Teacher will participate in Professional activities focused on Phonemic Awareness and Phonics assessment and instruction</p> <p>Teacher will participate in Professional activities focused on differentiation</p>	<p>All classroom teachers</p> <p>All classroom teachers</p>	<p>October 2015-April 2016</p> <p>August 2015-June 2016</p> <p>2015 - 2016</p>	<p>DOE Schools</p> <p>Generation Ready Consultant, Literacy Coach, Foundations, Estrellita</p> <p>Generation Ready Consultant, Lit-Life Consultant, Literacy Coach</p>
<p>Parents will participate in workshops focused on a variety of topics including but not limited to:</p> <ul style="list-style-type: none"> • Common Core Standards • Preparing for the ELA State exams • Independent reading at home • Preparing for the Math State exams <p>Parents will participate in workshops that include rigorous activities for reading and math at home.</p>	<p>All parents</p> <p>Parents/Guardians</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Generation Ready Consultant, Literacy Coach, Parent Coordinator</p> <p>Math Facilitator</p> <p>Parent Coordinator/Math Consultant/ Literacy Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Generation Ready • Lit-Life • Foundations • Estrellita • Fountas & Pinnell Intervention kits • DRA 4-8 Kits • Kickboard • I-Ready • Ready NY • Metamorphosis Math Consultant

- Manipulatives
- Go Math
- ReadyGEN
- Common Core Math and ELA standards

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

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

- DRAs in grades 3 and 4 will be conducted 3X a year to monitor progress of students. At least 25% of students should be on grade level on the DRA by January 30 (midpoint benchmark). By the end of June 2015, at least 45% of students should be on grade level according to the DRA assessment.
- Writing PBAs will be conducted 3x per year in each of the three key writing standards. At least 25% of students should be on grade level by January 30 (midpoint benchmark). By the end of June 2015, at least 45% of students should be on grade level.
- There is a pre and post math assessment at the beginning and end of each unit of study. The mid-year math assessment will be in February. At least 25% of students should be on grade level by January 30 (midpoint benchmark). By the end of June 2015, at least 45% of students should be on grade level.
- Math MoSLs in grades 3 and 4 at the beginning and end of year. There will be a 25% growth in the number of students who meet grade level between the beginning of year to the end of the year.

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.

See Section 5, Part I Needs Assessment for a comprehensive overview of our school-wide data.

Summary:

The data show that our school excels in the following elements of the Framework related to building a supportive environment:

Supportive Environment : The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

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. (Evidenced by our rating of “Well-Developed” on Indicator 2.2 the 2014-15 Quality Review)

This data indicates that our work will continue to revolve around reinforcing our practices and building upon these strengths to further cement a supportive environment at Lucero. The data points referenced above indicate that the school must monitor the growth in the behaviors of our students to measure the impact that instruction in core values development has on the individual child.

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.

By the end of June 2016, 100% of students will show mastery in three out of five Core Values (Perseverance, Enthusiasm for Learning, Activism for Social Justice, Collaboration, Empathy) as measured by class

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All new hires will be trained in how to use class dojo and how to use the data in order to reinforce the core values by the administrative team</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administrative Team</p>
<p>Students will participate in regularly scheduled community circle discussions and presentations that highlight each of the core values</p>	<p>Students</p>	<p>September 2015- June 2016</p>	<p>Teachers</p>
<p>Teachers will discuss different ways in which students can exhibit the core values throughout the week</p>	<p>Students</p>	<p>September 2015- June 2016</p>	<p>Teachers</p>
<p>Teachers will provide students with feedback and data as it relates to each core value</p> <p>The parent coordinator will hold monthly workshops that will focus on each core values, and support parents in understanding how to reinforce the core values at home</p> <p>The parent coordinator will invite and encourage families to be a part of the community circle meetings by inviting them to speak about their child/children when demonstrating the core values at home</p> <p>The Principal will reward the students who demonstrate mastery in more than three of the core values with “Lunch with the Principal”</p>	<p>Students</p> <p>Parents</p> <p>Students</p> <p>Students</p>	<p>September 2015- June 2016</p> <p>September 2015- June 2016</p> <p>September 2015- June 2016</p> <p>September 2015- June 2016</p>	<p>Teachers</p> <p>Parent Coordinator/Principal</p> <p>Parent Coordinator/Principal</p> <p>Principal and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The administrative team will train new teachers and staff on how to utilize the program to monitor the students in mastering the core values. The administrative team will allocate time in the schedule for the classroom teachers to</p>

have a designated community circle discussion block where students can focus on how they can improve and how they can implement the core values on a daily basis. Teachers will all be given iPads to monitor student progress throughout the day and including during transitions. Recognition awards, trophies, and ribbons will be purchased, and will serve as incentives for the students, and students who have mastered three or more of the core values will be invited to have lunch with the principal.

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

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

Teachers will continue to monitor the students on a weekly basis. Teachers will allocate points to the students on a daily basis, and will use community circle time to give students feedback, and discuss ways in which students can master the core values. The administrative team will monitor that all teachers are logging in the points, and they will keep track of sending out progress reports to the parents.

As a midway benchmark, by February 2016, at least 50% of students will have mastery of at least 3 of 5 Core Values.

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.

See Section 5, Part I Needs Assessment for a comprehensive overview of our school-wide data.

Summary:

The data show that our school excels in the following elements of the Framework related to Collaborative Teachers.

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. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2014-15 Quality Review)

As evidenced in the 2014-2015, Quality Review, teachers worked in collaborative teams to evaluate and adjust instruction based on data collected periodically. Teachers also reviewed student work to make decisions regarding curricula revisions. Teacher teams collaborated to integrate multiple resources to ensure high quality instruction and implement best instructional practices.

Data from our DRA and Writing and Math Performance Tasks yields the following information:

PROFICIENCY LEVELS DATA

DRA

	Grade K		Grade 1			Grade 2			Grade 3		
Level	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015
1	8%	52%	73%	62%	41%	66%	81%	62%	63%	58%	53%
2	80%	14%	5%	9%	12%	25%	6%	2%	20%	7%	1%
3	6%	8%	15%	7%	15%	2%	2%	20%	8%	4%	17%
4	6%	26%	7%	22%	31%	8%	11%	18%	9%	32%	28%

*Students in Grade K were assessed for the first time with the DRA2 reading assessment in December 2014.

**In May 2015, the following grades met our 45% goal: Grade 1 (46%), and Grade 3 (45%)

SCHOOLWIDE

Level	All Grades DRA: Sept 2014	All Grades DRA: Dec 2014	Grades DRA: May 2015
1	67%	53%	52%
2	17%	23%	6%
3	8%	5%	16%

4	8%	19%	26%
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*In September 2014, Grade K students are not assessed with the

**In December 2014, all Grade K students were assessed with

*** In May 2015, 42% of all students are performing at Level 3 or 4.

Writing Data:

Grade Level Writing Data

Level	Grade K			Grade 1			Grade 2			Grade 3		
	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015
1	100%	15%	4%	96%	41%	29%	57%	24%	26%	51%	46%	39%
2	0%	83%	38%	4%	59%	59%	42%	49%	59%	46%	46%	49%
3	0%	2%	50%	0%	0%	12%	2%	27%	15%	3%	8%	13%
4	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SCHOOLWIDE

Level	All Grades Sept 2014	All Grades Jan 2014	All Grades May 2015
1	74%	34%	26%
2	25%	56%	51%
3	1%	10%	22%
4	0%	0%	2%

*Data compared is the baseline against the opinion post performance tasks.

**24% of students are writing on grade level.

Math Levels:

Grade Level Math Data

Level	Grade K			Grade 1			Grade 2			Grade 3		
	Baseline: Sept 2014	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015
1	13%	13%	9%	39%	62%	10%	20%	24%	4%	58%	20%	33%
2	20%	10%	25%	19%	27%	33%	48%	47%	33%	35%	44%	61%
3	33%	24%	19%	22%	11%	54%	24%	19%	50%	7%	36%	4%
4	34%	53%	47%	20%	0%	2%	8%	10%	13%	0%	0%	2%

SCHOOLWIDE

Level	All Grades Sept 2014	All Grades Jan 2014	All Grades May 2015
1	34%	21%	13%
2	29%	24%	37%
3	18%	21%	35%
4	19%	34%	15%

Teacher teams need to establish a culture for learning that will systematically communicates high expectations for all students and provide focused, detailed feedback and guidance to help prepare students to the next level and ensuring that all students including high-need subgroups and groups performing above grade level own their educational

experience preparing them for future grades. Every year as the needs of students vary, units of study will need to be reviewed to ensure continued alignment with the needs of the students standards they strive to achieve. Teachers are developing differentiated activities and supports for ELLS, SWDs, and Enrichment activities.

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, M measurable, Achievable, Relevant, and Time-bound.

By the close of June 2016, 95% of teachers will participate collaboratively and implement common core units of study in ELA and Math which reflect instructional shifts. This will be reflected in sign-in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will:</p> <ul style="list-style-type: none"> • Implement Universal Design for learning • Unpack the standards • Determine the teaching points/lessons that will address the standards • Differentiate by content, process, and product for students with Disabilities and ELL students as well as English speaking students in Dual Language classrooms • Prepare enrichment activities for higher level students • Develop varied DOK leveled tasks and higher level questions 	<p>Teacher teams</p>	<p>September 2015-June 2016</p>	<p>Math Facilitator, Literacy Coach, Metamorphosis Math Consultant, Generation Ready Consultant, Lit Life Consultant</p>

<ul style="list-style-type: none"> • Create standards-based assessments, exemplars, rubrics, and checklists • Research and obtain resources and supports that will enhance student performance • Review and analyze student work to determine next steps • Collaborate to share best practices • Collaborate and plan vertically to create pacing calendars and unpack the previous and future standards 			
<p>The teachers will participate in Professional Development workshops to support the work of the Teacher Teams.</p> <ul style="list-style-type: none"> • Backwards Design planning • Teacher Team reflections; Examining teacher effectiveness through the lens of Danielson’s Framework • Integrating character learning across the year • Metamorphosis Math Planning • Metamorphosis Lab Sites/Coaching • Lit Life On site Coaching • Lit Life Workshops • Showcase school visitations • Generation Ready workshops • Generation Ready On site Coaching • (Foundations) Training • Estrellita Training • (Wilson) Training • IEP (Individual Education Plan) Goal Setting/Monitoring Workshops • Support for SWD workshops (i.e. Differentiation, PLOP (Present Levels of Performance), Measurable Annual Goals) 	<p>Teacher Teams (Classroom Teachers)</p>	<p>July 2015 through June 2016</p>	<p>Literacy Coach, Math Facilitator, Lit Life, Principal Metamorphosis Consultant, (AP), Generation Ready, IEP Teacher</p>

<ul style="list-style-type: none"> • Workshops for incorporating Math resources workshops (Georgia Standards, North Carolina, Read Tennessee, Engage NY, Brainpop jr.) • Workshops for incorporating ELA resources workshops (i.e. Voices, ReadWorks.org, Reading a-z, newsela.com, starfall.com, Brainpop jr.) • Student engagement, rigorous questioning to extend thinking & discussion techniques • Analyzing student work & planning next instructional steps • Engaging students in data review and self-assessment <p>Using technology tools in the classroom for instruction and assessment</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Lite Life • Metamorphosis Math • Go Math • Generation Ready • Ready Gen • Foundations • Estrellita • Common Core Math and ELA Standards • Foundations • Wilson • IEPs • Internet instructional resources • Live-Scribe pens

- Danielson Framework 2014-2015 Quality Review
- Engage NY
- NYC Common Core Library
- Ready NY
- I-Ready

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

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

By the close of June 2016, 95% of teachers will participate collaboratively and implement common core units of study in ELA and Math which reflect instructional shifts. This will be reflected in sign-in sheets.

In February of 2016, collaborative Teachers Teams will be evaluated by:

- The 2015-2016 Quality Review to determine the degree to which teacher teams are aligning their work to the QR rubric.
- 6-month completed vertical pacing guides for Reading, writing, and Mathematics. By February 2016, vertical pacing guides will have been created for Math.
- Lesson Plans reflecting the work of Teacher Teams to date. By February 2016, Lesson Plans will reflect the work of the Teacher Teams as noted by the weekly goals articulated by the teams.

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.

See Section 5, Part I Needs Assessment for a comprehensive overview of our school-wide data.

Summary:

The data show that our school excels in the following elements of the Framework related to Collaborative Teachers.

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

This data indicates that our work will continue to revolve around reinforcing our practices and building upon these strengths to further cement strong family and community ties at Lucero.

Data from our DRA and Writing and Math Performance Tasks yields the following information:

PROFICIENCY LEVELS DATA

DRA

	Grade K			Grade 1			Grade 2			Grade 3		
Level	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	DRA: Sept 2014	DRA: Dec 2014	DRA: May 2015	
1	8%	52%	73%	62%	41%	66%	81%	62%	63%	58%	53%	
2	80%	14%	5%	9%	12%	25%	6%	2%	20%	7%	1%	
3	6%	8%	15%	7%	15%	2%	2%	20%	8%	4%	17%	
4	6%	26%	7%	22%	31%	8%	11%	18%	9%	32%	28%	

*Students in Grade K were assessed for the first time with the DRA2 reading assessment in December 2014.

**In May 2015, the following grades met our 45% goal: Grade 1 (46%), and Grade 3 (45%)

SCHOOLWIDE

Level	All Grades DRA: Sept 2014	All Grades DRA: Dec 2014	Grades DRA: May 2015
1	67%	53%	52%
2	17%	23%	6%
3	8%	5%	16%

4	8%	19%	26%
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*In September 2014, Grade K students are not assessed with the

**In December 2014, all Grade K students were assessed with

*** In May 2015, 42% of all students are performing at Level 3 or 4.

Writing Data:

Grade Level Writing Data

Level	Grade K			Grade 1			Grade 2			Grade 3		
	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015
1	100%	15%	4%	96%	41%	29%	57%	24%	26%	51%	46%	39%
2	0%	83%	38%	4%	59%	59%	42%	49%	59%	46%	46%	49%
3	0%	2%	50%	0%	0%	12%	2%	27%	15%	3%	8%	13%
4	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%

SCHOOLWIDE

Level	All Grades Sept 2014	All Grades Jan 2014	All Grades May 2015
1	74%	34%	26%
2	25%	56%	51%
3	1%	10%	22%
4	0%	0%	2%

*Data compared is the baseline against the opinion post performance tasks.

**24% of students are writing on grade level.

Math Levels:

Grade Level Math Data

Level	Grade K			Grade 1			Grade 2			Grade 3		
	Baseline: Sept 2014	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015	Endline: May 2015	Baseline: Sept 2014	Midyear: Jan 2015
1	13%	13%	9%	39%	62%	10%	20%	24%	4%	58%	20%	33%
2	20%	10%	25%	19%	27%	33%	48%	47%	33%	35%	44%	61%
3	33%	24%	19%	22%	11%	54%	24%	19%	50%	7%	36%	4%
4	34%	53%	47%	20%	0%	2%	8%	10%	13%	0%	0%	2%

SCHOOLWIDE

Level	All Grades Sept 2014	All Grades Jan 2014	All Grades May 2015
1	34%	21%	13%
2	29%	24%	37%
3	18%	21%	35%
4	19%	34%	15%

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.

By June 2016, the principal will meet with each teacher at least three times per year for a formal meeting to provide feedback and support on individual and professional goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Principal will schedule meetings with teachers to identify goals based on the most recent school-wide data.	Teachers	September 2015-June 2016	Principal
Teachers will collect evidence in professional portfolios to collect evidence of progress made towards goals.	Teachers	September 2015-June 2016	Teachers
Professional Development will be identified through needs assessment to determine workshops to be offered (including those that include addressing the needs of high-needs student subgroups).	Teachers	September 2015-June 2016	Coaches and Principal

Part 4 – Budget and Resource Alignment

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

- Monies will be allotted for professional development workshops
- Coaches
- Generation Ready

- Metamorphosis Math

- Lit Life

New Teacher Center

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

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

By June 2016, the principal will meet with each teacher at least three times per year for a formal meeting to provide feedback and support on individual and professional goals.

Progress monitoring will occur during the three meetings per year and a teacher’s professional portfolio. By February 2016, the teacher will have met with each teacher at least twice for the year on individual goals.

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.

See Section 5, Part I Needs Assessment for a comprehensive overview of our school-wide data.

Summary:

The data show that our school excels in the following elements of the Framework related to Strong Family Community Ties.

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. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2014-15 Quality Review)

This data indicates that our work will continue to revolve around reinforcing our practices and building upon these strengths to further cement strong family and community ties at Lucero.

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.

75% of families participating in programming will be directly linked to three services/ service providers that will equip parents with tools needed for academic and social emotional success of their children through distinct NYC organizations, institutions, and local businesses. The measurement tool will be sign ins at meetings, and evaluation of services provided by parents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent coordinator will send out a survey to all parents which will outline the types of services that they need</p>	<p>Parents/ Guardians</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Parent coordinator will maintain accurate records and reach out to community partners that will directly assist families with their individual needs</p>	<p>Parents/ Guardians</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>The administrative team will work together with the parent coordinator to establish workshops requested by the families</p>	<p>Parents/ Guardians</p>	<p>September 2015-June 2016</p>	<p>Administrative Team Parent Coordinator</p>
<p>The parent coordinator will reach out to any new community partner that may be of interest to the families of Lucero.</p>	<p>Parents/ Guardians</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The school will provide direct contacts of all community partners to parents and families to assist them with their individual needs. When possible, the school will provide breakfast/lunch as an incentive for parents to attend workshops. The school will provide materials to the parents as needed (books, notebooks, pencils) The school will work with the community associate to ensure that all parents are receiving the services that they requested.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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The parent coordinator will check in with parents to see if their needs have been met at least three times per year. The parent coordinator will ensure that parents/ guardians have made contact with the community based partner. The parent coordinator along with the community associate will maintain accurate records so that they keep track of which families still need to be serviced. The parent coordinator and community associate will report to the principal on a monthly basis about the status of families being serviced.

By February 2016, at least 40% of participating families will be linked to at least 2 services related to their needs.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

	and interview with the teacher.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment of highly qualified teachers is conducted through posting positions through our website, recommendations from staff and by posting the announcements with the DOE through New Teacher Finder and Open Market. In addition, we adhere to the 18D process to reach out to qualified applicants of the Phase Out school on campus.</p> <p>Efforts are made to retain highly qualified staff by providing distributive leadership. In this way, teachers are provided with vast opportunities to serve in leadership roles. Teachers lead grade teams, committees, lead PD workshops, and serve on our MOSL team. In addition, teachers are asked to participate in peer partnerships so that they can provide one another with feedback using the Danielson Rubric and the school's Classroom Environment Rubric to evaluate instructional and environmental practices.</p> <p>In addition, we have offered teachers the opportunity to obtain a recommendation from the Principal for obtaining a license in Bilingual Education and TESOL so that they may be provided with additional opportunities to serve the school-wide community. We currently have two teachers that have taken advantage of these opportunities. One teacher is a Spanish speaking classroom teacher who is on track to receive a supplementary bilingual certification and the other teacher is a general education teacher who is obtaining her TESOL license to serve as an ESL provider when the opportunity arises at our school.</p> <p>High quality professional development is provided through an ongoing series of on-site and off-site workshops. Teachers are encouraged to register for professional development opportunities off-site. In addition, teachers receive PD through our Monday PD time after school. During this time, teachers have covered topics such as backwards planning, differentiated instruction, team teaching, opinion writing, crafting text-dependent questions, and reviewing data to make it actionable. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). During this time, the teachers meet in teacher teams with the support of the literacy and math coach to plan instruction, review data, craft performance tasks, and reflect on the unit.</p> <p>In addition, we have hired ELA (Generation Ready) and Math consultants (Metamorphosis Math) to support teachers in shared reading, guided reading, and math planning. The consultants meet with grade teams twice per month. The consultants primarily use a cycle of plan-teach/co-teach-debrief for a 2.5 hour long session. During this time, periods are scheduled so classrooms are provided with coverage so that teachers can participate in the PD. The teachers plan</p>

with the consultant, try out the lesson with the support of the consultant, and then debrief on the lesson delivery and what revisions need to be made the following time.

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).

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	291,590.00	X	Section 5A-5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	14,332.00	X	Section 5A-5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,092,421.00	X	Section 5A-5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; and linking families to at least 3 community organizations that will serve their specific family needs.

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Lucero Elementary School</u>	DBN: <u>09X311</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>114</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

bilingually certified. Three teachers will serve students in grade 1, 2 teachers will serve students in grade 2, and 2 teachers will serve students in grade 3. In Grade 1, 32 students will be served. In Grade 2, 34 students will be served. In Grade 3, 36 students will be served.

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

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

-Oral language strategies to support beginning ELLs

-Vocabulary building to support ELLs at Various Levels

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
-
-

Part D: Parental Engagement Activities

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

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

- Topics to be covered include the following:

-Understanding the Common Core Reading Standards for Each Grade

-Understanding the Common Core Writing Standards for Each Grade

-Importance of Oral Language and Listening Skills

-Understanding the Common Core Math Standards for Each Grade

-How to use technology to conduct research at home

-Motivating Your Child to Learn

-Basic English Conversation Skills

-Reading to Your Child at Home to Build Literacy Skills

-Teach Students How to Write Letters

-Using Your Community as a Learning Resource

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

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

- Parents will be notified of these activities through the following:

-Monthly parent newsletter and calendar

-Parent meetings (i.e. school leadership team, Coffee with the Principal)

-PTA meetings

-Flyers (backpacked home)

-Morning line-up and dismissal face-to-face announcements/reminders

-Community Circle Friday meetings

-School Website

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum 	_____	_____

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 311
School Name Lucero Elementary School		

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 Kattia Cuba	Assistant Principal Juan Padron
Coach Kyeyeon Park	Coach Jennifer Perri
ENL (English as a New Language)/Bilingual Teacher Alourdes Monestime	School Counselor Eric Aaron
Teacher/Subject Area Ana Pena/Dual Language Grade K	Parent Elizabeth Acteopan
Teacher/Subject Area Nicole Rosado/Dual Lang Gr 3	Parent Coordinator Juannis Lopez
Related-Service Provider Ms. Adames	Borough Field Support Center Staff Member Nichelle Maybanks
Superintendent Leticia Rosario Rodriguez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	233

D. Student Demographics

Total number of students in school (excluding pre-K)	315	Total number of ELLs	172	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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 <input type="checkbox"/>
---	---

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): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	172	Newcomers (ELLs receiving service 0-3 years)	169	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	107	0	33	1	0	0	0	0	0	0
ENL	21	0	3	2	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	36	6	28	0	24	2	30	2	24	0									0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>100</u>	Number of students who speak three or more languages: <u>5</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	0	6	3	13									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			0	1	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	2									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	12	6	3	6	11									0
Emerging (Low Intermediate)	10	9	12	7	17									0
Transitioning (High Intermediate)	8	6	5	4	4									0
Expanding (Advanced)	6	7	11	18	8									0
Commanding (Proficient)	6	0	3	2	0									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				1										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	0	3	1										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	10	8	0	0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	5	10	3	8	0	0	0	0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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)					20	4	8	3
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We have collected data for through DRA Reading Assessments in English & Spanish, Baseline Writing Assessments for K-4, and using the Estrellita Phonics (Spanish) Assessment to assess Kindergarten ELL early literacy skills. In Reading, 51% of students are performing on Level 1. In Writing, 26% of students are performing on Level 1, and 51% are performing at a Level 2. As we have just have received our Core Curriculum materials (Lit Life Reading and Writing, GoMath, FOSS Science Kits) and have completed MoSL. Once we complete our diagnostic data collection, we will be able to group students and target students depending on where they are in their knowledge of phonics and phonemic awareness. Both the Estrellita and Foundations programs helps teachers in grouping students and tailoring instruction according to proficiency levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL and NYSESLAT data reveals that 28% of Kindergarten students are performing at a Entering Level, 21% of 1st graders are performing at a Entering level, and 12% of 2nd graders are performing at a Entering level, 16% of 3rd graders are performing at a Entering level, and 27% of 4th graders are performing at a Entering level.

 The data reveals that 23% of Kindergarten students are performing at a Emerging Level, 32% of 1st graders are performing at a Emerging level, and 35% of 2nd graders are performing at a Emerging level, 18% of 3rd graders are performing at a Emerging level, and 42% of 4th graders are performing at a Emerging level.

 19% of Kindergarten students are performing at a Transitioning Level, 21% of 1st graders are performing at a Transitioning level, and 14% of 2nd graders are performing at a Transitioning level, 10% of 3rd graders are performing at a Transitioning level, and 10% of 4th graders are performing at a Transitioning level.

 14% of Kindergarten students are performing at a Expanding Level, 25% of 1st graders are performing at a Expanding level, and 32% of 2nd graders are performing at a Expanding level, 48% of 3rd graders are performing at a Expanding level, and 20% of

4th graders are performing at a Expanding level.

14% of Kindergarten students are performing at a Commanding Level, 0% of 1st graders are performing at a Commanding level, and 8% of 2nd graders are performing at a Commanding level, 5% of 3rd graders are performing at a Commanding level, and 0% of 4th graders are performing at a Commanding level.

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

We are committed to meeting our AMAO objectives for 2015-2016 in which we project gains in student achievement for Reading, Writing, Listening, and Speaking. Our analysis of the data will enable us to implement changes in instructional focus of each modalities, which will impact all our instructional decisions to increase English Language Proficiency (ELP) on the 2015-2016 NYSESLAT.

According to AMAO data, 21% of ELLs are Entering Level, 30% are Emergent, 15% are Transitional, 28% are Expanding, and 6% are commanding Level.

Also, 3 ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on ELA and 2 ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on math. The target for year 2014-2015 was 15% and we did not meet AMAO 2 with a difference of 8.28%. The Target for this year is 15.6%.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. As we are a new K-4 school, we used data through DRA Reading Assessments in English and Spanish, Baseline Writing Assessments, Math baseline assessments, and MoSL data in June, 2015. In addition, we are assessing students' end of unit writing pieces. Thus far, the overwhelming majority of students are performing at a Level 1 in both math and ELA in both languages. In Reading, 52% of students are performing on Level 1. In Writing, 26% of students are performing on Level 1, and 51% are performing at a Level 2. In Math, 87% are performing at Level 1 and 13% are performing at a Level 2. The native language is used in math. We translated math MoSL assessments, as Discovery Math does not provide a translated version of their exams. We used the NYCDOE Math Glossary handbook to carefully translate math terminology with accuracy. In addition, we translate NYC performance tasks for end of unit writing assessments to differentiate and to gather data on how students are performing in Spanish. In addition, the DRA reading assessment is conducted in both English and Spanish.

B. Currently, we have not administered ELL periodic assessments.

C. Although we have not used ELL periodic assessments, classroom teachers and ESL teachers used NYSITELL and NYSESLAT data.

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](#).]

PS 311 uses data to guide instruction for ELLs within the Response to Intervention Framework. In Grade K, students are diagnostically assessed on their Concepts about Print. If students score a total of 41 points, it is determined that the student is able to be assessed in reading using the DRA2 Kit. Students assessed through the DRA2 kit are asked to read while the teacher takes a running record. Comprehension is assessed through a set of questions students must answer. The data allows us to group students according to reading levels and understanding of reading skills and concepts (predicting, summarizing, vocabulary, setting). Students are grouped according to levels. If the student's reading level is one level below grade level, an RTI group (Tier II) will be formed for six weeks to focus in on an area of need gleaned through data. If the children are performing two levels below grade level the children will be grouped in a smaller group or one-to-one with a teacher. The reason we must group the students performing in Level 1 is because of the high concentration of Level 1 students. Some students who require one-on-one, Tier III support will work with the Reading Recovery teacher. Others will have one-on-one time during a period designated with the AIS teacher. RTI groups are and will be formed every six weeks for Math and for Literacy. Teachers will keep logs detailing the focus for the group, participants in the group, expected outcome, and strategies that will be used. At the end of the six week period, teachers will determine if the student will need to remain in the group, move to another group where additional support is needed (Tier II or III), or can function within a Tier I group. Every six weeks the cycle begins again.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- As the majority of our classrooms are Dual Language classrooms, it is of vital importance that our students second language development is considered in instructional decisions. First, instruction is tailored to address both languages--important to the 2nd language acquisition of ELLs and EPs. We follow a "roller-coaster" approach to learning, which means that we focus on one language every other day. For example, on Monday, all instruction is taught in English (in Grades 1 and 2) and in Spanish on Tuesday, and so forth. In the Grade K Dual Language classroom, the second language is developed through Science and Social Studies (for Spanish speakers learning English) and ELA and Math is taught in Spanish (for English speakers learning Spanish). this way, both groups of students are afforded opportunities to develop the second language. In addition, the second language is supported through the use of instructional materials in the target language. Classroom libraries are equally balanced between books in English and books in Spanish. charts on the walls provide students with sentence starters/sentence stems in the target language to support language acquisition, and learners are assessed in both languages through the use of diagnostic and formative assessments.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- A. English-proficient students in Dual Language classes are assessed for reading through DRA conducted in both the first and target language, NYC Performance Tasks in writing administered in the target language, and math assessments that are conducted in the target language. These assessments are conducted periodically 3 times per year (Fall, Winter, and Spring) and 2 times in between Fall-Winter and Winter-Spring for students who are performing at level 1 or 2, this way we are able to more closely monitor progress and make instructional decisions. In addition, student reading, writing, and math in the target language are assessed formatively through rubrics and checklists provided for writing assignments, end of unit tests, and through conference notes.
- B. According to the data, 91% of EP students in grades K-2 are performing on a Level 1 and 9% are performing on a Level 2 in reading in the target language, according to the DRA (Spanish) and NYC Performance Task data.
- C. We did not have any EPs who took ELA and Math last year.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Our Dual Language success is measured by two critical benchmarks: (1) growth by at least 1.5 years in reading utilizing data collected on the DRA2 assessment, and (2) growth from at least one performance level on teacher created Writing and Math unit assessments. By analyzing the assessments data, we will focus on our student gains in content knowledge mastery as well as their language acquisition in Reading, Writing, Listening, and Speaking.

Part IV: ELL Identification Process

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

- 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.

Following are the steps in the initial identification of ELLs:

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

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

If the parent indicates that the home language is English, and it is determined that the student's only language is English, the identification process stops. If it is determined that the home language is one other than English, then the process will continue which means that the HLIS and a brief informal interview to ensure that there is an alignment between language information provided on

the HLIS and the dominant spoken language at home. If it is determined that the student speaks little, or no English, then the NYSITELL will be administered to the student. Administration of the NYSITELL must take place within 10 days of student enrollment. In the meantime, until it can be determined to which placement the student belongs, the default instructional placement is the Dual Language class or classroom with ESL services, depending on what the parent chooses.

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

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

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

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

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

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

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

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

and parent, and as appropriate, with the student who will understand where his learning focus needs to be.

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

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

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).
Our staff reviews cumulative records to identify any potential SIFE students. In addition, when students enroll for the first time, we review the educational history with the parent alongside any report cards provided. If a student does not provide any report card from previous school, ELL coordinator will interview student with SIFE questionnaire to see if the student has interrupted schooling.
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).
The student's name is reviewed through ATS and SESIS to determine if any IEP exists or if there is an evaluation pending. Ms. Perri checks RSPE from ATS to verify their mandated services. ELL coordinator decides about home language through HLIS when interviewing parents and after the NYSITELL results or NYSESLAT data. ELL coordinator then send the letter indicating what services their child will get during the school year within 10 days of administering NYSITELL.
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 Bilingual Coordinator distributes entitlement and non-entitlement letters to parents within five days after the NYSITELL is scanned and scored. The letter is backpacked and mailed to parents.
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 Bilingual Coordinator sends out notifications to the parents that are translated into the language of the family. These letters are backpacked with students.
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.
As soon as parents enroll a child and the Home Language Survey identifies the student's home language other than English, parents are offered an opportunity to watch the Parent Orientation video provided digitally through the DOE website. If parents are unable to stay, an appointment is made with the parent so that they can view the video. If parents miss their appointment, the Parent Coordinator, Juanis Lopez, reaches out to parents and asks them to come in as soon as she reaches them by phone.
Since we have several Smart Boards, the auditorium, iPads, and laptops, our school is prepared to present the video to parents immediately. In addition, videos were presented to parents who are unable to meet during scheduled appointments during school-wide events such as: Parent Orientation (August 2015), Open School Night (September 2015), Parent-Teacher Conference Day (November 2015).

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

Parent Orientations to watch the video are scheduled at many other times that will be noted below. Orientations are scheduled at

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

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

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

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Principal is responsible for supervising ELL programs and services, in compliance with LAP procedures, with the support of the ELL Coordinator. The ELL Coordinator ensures that entitlement letters are completed and distributed to students who require them. Continuation of entitlement letters are distributed to students who have taken the previous spring's NYSESLAT exam, and who have not scored at the level of proficiency. Entitlement letters for students deemed eligible according to the NYSITELL are also distributed to students based on NYSITELL cut scores that are announced each fall by the citywide assessment division. Records of these documents are maintained in a binder and are secured in the Principal's office. A record of sign in sheets of parents who participated in the Parent Orientation is kept as well. Parents' preferred language is respected as ELL coordinator interviewed parents and put the information on HLS. Students' homeroom teachers are informed of the process and assist to facilitate face-to-face meetings with parents. Students are placed in the default program of choice, as stipulated by CR 154, if a form is not received from the parent. The school has initiated the process of digital scanning of these documents to an electronic file through the initial purchase of a scanning machine. An effort is made to maintain a paper and electronic file of ELL documentation.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Bilingual Coordinator keeps a log of the returned and non-returned surveys. She meets with the Parent Coordinator to make outreach calls to have parents come in to complete the forms. In addition, a second form is sent to the home. All the correspondence were respected by the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Bilingual Coordinator manages a calendar of bilingual events, cross-checked by the administrative team. This ensures that there is a checks and balances approach to monitoring compliance. All the correspondence will be done by parents' preferred language in HLIS.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The Bilingual Coordinator copies all ELL related documents (i.e. Home Language Surveys; Parent Selection forms) and retains them in an ELL Binder. Documents are also scanned.

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.

As PS 311 is a new school servicing K-4 students in Year 3, our AP, who also serves as our testing coordinator, has worked alongside the Principal to order NYSESLAT exams for our students in grades K-4.

In the Spring, our plan is to have our ELL Coordinator facilitate a training session for administering the exam to our 2 out of the classroom specialists so that they can assist with administering the Speaking portion of the exam. The remaining listening, reading, and writing sections will be administered by the classroom teacher with a proctor in the class. The ELL Coordinator will also provide a PD to classroom teachers so that they understand administration protocols. In addition, all classrooms are equipped with laptops and speakers, enabling the administration of the listening portion. Test Coordinator will generate "RLER" from ATS to get NYSESLAT eligibility students and prepare the package to test when the testing materials arrives to see the answering grids match with the lists.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The Bilingual Coordinator manages a calendar of bilingual documentation that must be distributed, cross-checked by the administrative team. This ensures that there is a checks and balances approach to monitoring compliance.

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 for the past years, with a specific focus on the current school year, following is the data we have that supports a strong parent selection for Dual Language programming:

Total Pre-Registration: 57 students

- 44 Dual Language (1st Choice)
- 6 ESL (1st Choice)
- 7 Transitional Bilingual (1st Choice)

Total Siblings (from the total pre-registrants): 15 students

- 18 Dual Language (1st Choice)

Home Language Designations:

- 45 designated with a Spanish Home Language
- 12 designated with an English Home Language

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.

The ENL Program is served by two ENL teachers. One teacher serves students from Emergent to Expanding in grade 3 and 4. The teacher pushes in for two periods day, four days a week (for a total of 360 minutes per week.) The second teacher serves students in grade 2 for a total of 180 minutes. Students in this class are all Expanding. The teacher in Grade 3 and 4 serves as co-teacher in the class during the ELA and Math periods. The ENL teacher in grade 2 serves as a co-teacher four days per week for 45 minutes per day as a co-teacher during the ELA period. Students are heterogeneously grouped so that they may learn from one another.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*

The Dual Language classes offer 360 minutes of ESL instruction. In Kindergarten, this is accomplished through math and social studies being taught for a total of 360 minutes per week in English. In grades 1 through 4, the classes are taught over 360 minutes per week to address the ESL mandates. The Dual Language programs in these grades are 50/50 instruction in English and Spanish. Thus, students are taught content in both languages.
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)?

The ENL Program is served by two ENL teachers. One teacher serves students from Emergent to Expanding in grade 3 and 4. The teacher pushes in for two periods day, four days a week (for a total of 360 minutes per week.) The second teacher serves students in grade 2 for a total of 180 minutes. Students in this class are all Expanding. The teacher in Grade 3 and 4 serves as co-teacher in the class during the ELA and Math periods. The ENL teacher in grade 2 serves as a co-teacher four days per week for 45 minutes per day as a co-teacher during the ELA period. Students are heterogeneously grouped so that they may learn from one another.
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.

The ENL Program is served by two ENL teachers. One teacher serves students from Emergent to Expanding in grade 3 and 4. The teacher pushes in for two periods day, four days a week (for a total of 360 minutes per week.) The second teacher serves students in grade 2 for a total of 180 minutes. Students in this class are all Expanding. The teacher in Grade 3 and 4 serves as co-teacher in the class during the ELA and Math periods. The ENL teacher in grade 2 serves as a co-teacher four days per week for 45 minutes per day as a co-teacher during the ELA period. Students are heterogeneously grouped so that they may learn from one another. In addition , for Dual Language programs please note the following: The Dual Language classes offer 360 minutes of ESL instruction. In Kindergarten, this is accomplished through math and social studies being taught for a total of 360 minutes per week in English. In grades 1 through 4, the classes are taught over 360 minutes per week to address the ESL mandates. The Dual Language programs in these grades are 50/50 instruction in English and Spanish. Thus, students are taught content in both languages.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The students are assessed in their home language through the NYCDOE guidelines for Spanish Native Language Arts. This includes a rubric of a student profile. Teachers will use this profile to assess the work that students produce in Spanish and to provide students and their parents with feedback for their improvement.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

TEachers will refer to the English Language Learner Proficiency standards in all four modalities to guide
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. We do not have SIFE students in our school.

B. Students who are newcomers are provided with supports such as books in their native language, a language buddy to translate, materials are provided in their native language, picture supports and charts are provided in the classroom, personal word walls are provided to each student.

C. Students who are developing receive access to the same supports as newcomers so that they may choose to access these as

Chart

needed.

D. We do not have long-term ELLS in the school.

E. Former ELLs who are in Dual Language classrooms are now considered part of the English speaking group of students. They are provided with the same 50/50 instruction in both English and Spanish, so they are constantly engaging in both languages even as they pass the NYSESLAT.

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.

Teachers across grades plan together and post lessons in a shared Google Documents space. In addition, all books are provided in both languages and follow the same pacing. Thus, we have planned for a tight coordination of the curriculum and there should not be any missed instructional time going from one program to another. ELL coordinator checks on BNDC and RLAT from ATS to ensure ELL status and if they receive mandated services.

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?

Some of the instructional strategies include cooperative learning, posting support charts, picture supports, and partner work so students can have access to academic content. All resources are provided in both languages. There is at least one para-professional in each grade. Ms. Perri checks RSPE from ATS to see if children with IEP gets all mandated services accordingly.

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?

SETSS is provided to students through programming that mirrors what students do in the classroom at the time that they are pulled away for SETSS instruction. Teachers share plans through Google Docs so that all teachers servicing the students are working from the same curriculum plans. The SETSS teacher provides scaffolds so students can best access the content. Also, they are provided with afterschool programs, RTI or reading recovery to support their literacy or math skills.

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.

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

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

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

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

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

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

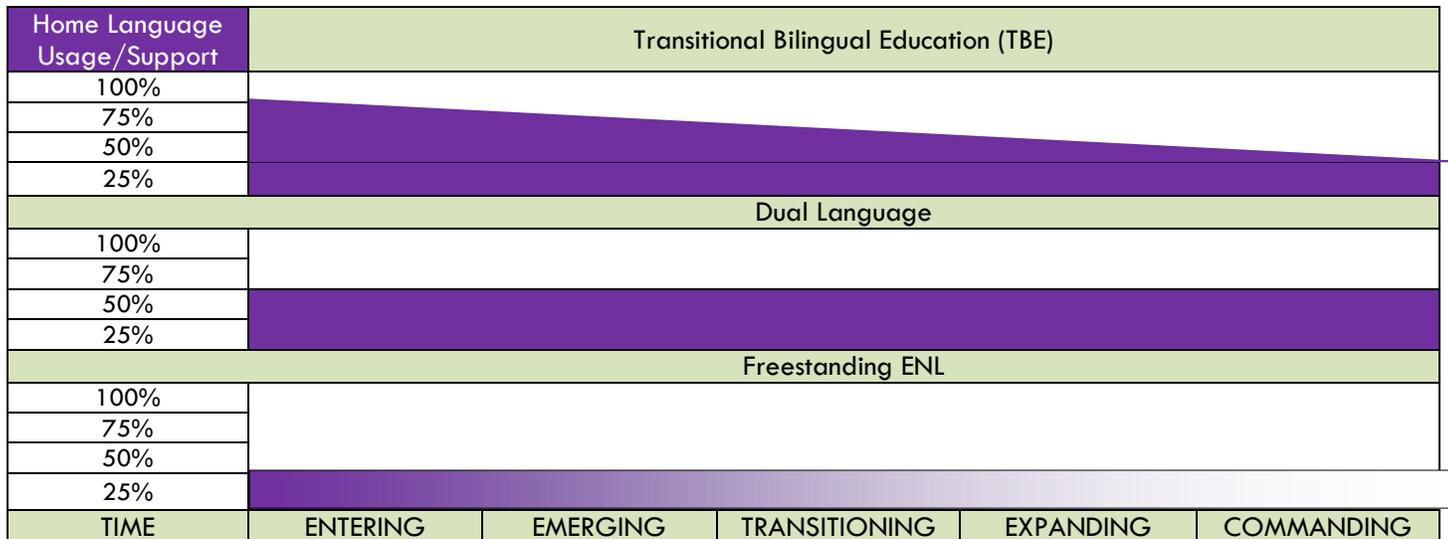


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

RTI with Ms. Sarfalie is provided for interventions for Social Studies and RTI with Ms. Mitnik-Brown is provided for interventions for Science for small groups.

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

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

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

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

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

In the upcoming year, we are planning to expand our Reading Recovery program to include an additional teacher. We will have a total of 4 Reading Recovery teachers to support all 1st grade students. This way, we can target additional ELL students who are reading at least two levels below grade level to close the achievement gap.

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

It is not anticipated that we will need to discontinue any current services until additional data is collected and reviewed for efficacy.

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

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

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

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.

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

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

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

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

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

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).

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

In August 2015, parents were invited for a celebration and open house to learn about the school, meet newly hired teachers of ELLs, and to receive a free uniform for the school year. Parents were encouraged to become active members of the community and to celebrate the spirit of the school, which includes cultural understanding.

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

On September 17 we had another school-wide Parent Night to continue introducing parents to our curriculum, support organizations, and staff.

19. What language electives are offered to ELLs?

As we are currently a K-4 school, the electives offered to ELLs constitute being in a Dual Language program where they learn in English or Spanish, rather than an ESL setting where students learn only in English.

20. For schools with dual language programs:

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

A. In the 80:20 Kindergarten Dual Language program, students receive Math, Social Studies, Science, Art, and Gym instruction in English. They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster and the Classroom Teacher. Students receive Music & Movement twice a week and gym twice per week. The model is a self-contained model. In the Grades 1-4 classrooms, students follow a 50/50 Dual Language program, roller coaster model that changes languages every two days. Students have PE and Music & Movement in English. Social Studies and Science are in both languages throughout the week.

B. In Kindergarten, the ELA and part of the math content areas are taught in Spanish. The math, Social Science, and Science are taught in English. The PE and Music & Movement programs are taught in English. In Grade 1 through 4 we use a roller coaster, self-contained model for our Dual Language classrooms. Students receive Social Studies, Science, Music & Movement and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive Science and Social Studies five times per week (alternating weeks focusing on one content area). ELA and math are taught in both languages, alternating every two days.

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

D. The Dual Language model we use in Grade K is self-contained 80:20. In Grade 1, we have two Dual Language classrooms that are self-contained, whereby the teacher changes languages every other day (For example, Monday and Tuesday instruction is in English, Wednesday instruction is in Spanish, and so forth.). In addition, we have an ICT, self-contained Dual Language classroom in Grade 3 and 4. Teachers also use the "roller-coaster" model, alternating languages based on the day designated.

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

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.)

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

Lucero Elementary School
Professional Development Plan 2015 2016

August 2015

NEW TEACHER TRAINING

- New Teacher Orientation (Mission, Vision, Core Values, Character Traits, Academic Program, Danielson Framework, Culture Plan, Behavior Plan, Conferring)

ELA

- LitLife Curriculum Training

MATH

Metamorphosis Year-Long Curriculum Planning and Resource Identification

September 2015

ELA

- LitLife Curriculum Development: Unit 1 Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Review of Mathematical Standards (Major, Supporting, and Additional)
- Mathematical Practices and Workshop Model
- Math Fluencies
- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Resource Planning

SPECIAL EDUCATION

- Compliance of State Regulation Chapter 408

BILINGUAL EDUCATION

- Managing Language Calendar
- Classroom Environments for Dual Language

ADMINISTRATIVE

- MOSL Overview and State and Local Measure Committee
- Fire Drills and Safety Plan
- Community Partner Protocols

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting
- Teacher Team Meetings

October 2015

NEW TEACHER TRAINING

- (Review) Introduction to the Teacher Effectiveness Framework

Teacher Effectiveness Rubric

- Planning and Preparation: Instructional Outcomes (1A)

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach
- Process Charts

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Meeting Performance Indicators on IEPs
- Behavior Intervention Plans (BIPs), and ABC charts
- ICT Teaching Models
- Progress Reports for Parents for Report Cards

BILINGUAL EDUCATION

- New Bilingual Education Policies (i.e. CR Part 154)

DATA

- Data analysis of DRA
- Report Cards and Comments on STARS
- Math Baseline Analysis
- Writing Baseline Analysis
- Estrellita program administration and data analysis
- Understanding how to read NYSITELL and NYSESLAT Data

ADMINISTRATIVE

- Training on administering MOSL exams, scoring MOSLs
- Chancellor's Regulation Topics of Focus (i.e. Child Abuse, Door Alarms)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

November 2015

Teacher Effectiveness Rubric

- Instruction: Depth of Knowledge Series to Increase Rigor of Questioning (3B)
- Instruction: Activities for Grouping Students and Engaging Students in Cooperative Learning (3C)

ELA

- LitLife Curriculum Development: Unit 3 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Referrals Process
- Reading and Writing Quality IEPs

BILINGUAL EDUCATION

- Setting Language Objectives for ELLs
- Scaffolds and Supports for ELL Students
- Reviewing Writing Using Rubrics Targeting ELLs DATA
- Conference Notes Linked to Instructional Moves
- Using Data to Drive Instruction
- Using Hess' DOK Rubric to Analyze and Increase the Rigor of Instructional Tasks
- Reviewing BIP Plans for Positive Student Impact
- Review of Writing Data
- Review of Math Data

ADMINISTRATIVE

- Training on administering MOSL exams, scoring MOSLs
- Chancellor's Regulation Topics of Focus (i.e. Child Abuse)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

December 2015

Teacher Effectiveness Rubric

- Using Assessment in Instruction to Monitor Student Learning (3D)
- Using Assessment in Instruction for Student Self Assessment and Monitoring (3D)

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Using IEP Goals and Present Levels of Performance to Differentiate Instruction
- Behavior Management Strategies
- Special Education DOE Compliance Topics (TBD)

BILINGUAL EDUCATION

- ESL in the Bilingual Classroom
- Developing Academic Language Learners

DATA

- Using Writing "Pull Data" Spreadsheet to Monitor Growth
- Analyzing NY Ready Data to Prioritize Topics and Differentiate Instruction
- Review of Writing Data

- Review of DRA Data
- Review of Math Data

ADMINISTRATIVE

- Training on administering MOSL exams, scoring MOSLs

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting
- Teacher Team Meetings

January 2015

Teacher Effectiveness Rubric

- Using Assessment in Instruction to Monitor Student Progress and Provide Feedback (3D)

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
 - Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Differentiating for Content
- Differentiating for Process
- Special Education DOE Compliance Topics (TBD)

BILINGUAL EDUCATION

- Scaffolding Instruction for ELLs
- Various Instructional Strategies to Increase English Language Development

DATA

- Monitoring Student Progress in all Content Areas from September to January
- Review of Writing Data
- Review of Math Data

ADMINISTRATIVE

- School-wide Policies TBD

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

February 2015

Teacher Effectiveness Rubric

- Designing Coherent Instruction Using Effective Resources (1E)

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Differentiating for Product
- Differentiating for Learning Environment
- Special Education DOE Compliance Topics (TBD)

BILINGUAL EDUCATION

- ELL Considerations for Common-Core Aligned Tests in Language Arts

DATA

- Using iReady for Continuous Differentiation in Preparation for State Exams
- Review of Writing Data
- Review of DRA Data
- Review of Math Data

ADMINISTRATIVE

- School-Based Topics (TBD)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

March 2015

Teacher Effectiveness Rubric

- Increasing the Depth of Knowledge: Building a Bridge Between DOK $\frac{1}{2}$ and $\frac{3}{4}$.

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coaching

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- IEP Progress Monitoring and Compliance
- Scaffolding Instruction for Students with Disabilities
- Special Education DOE Compliance Topics (TBD)

BILINGUAL EDUCATION

- Scaffolding Instruction for ELLs
- Increase vocabulary and effective language uses for academic purposes

DATA

- Teacher Team Progress Monitoring on Inquiry Work
- Review of Writing Data
- Review of Math Data

ADMINISTRATIVE

- Training on administering MOSL exams, scoring MOSLs
- Chancellor's Regulation Topics of Focus (i.e. Child Abuse)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

April 2015

Teacher Effectiveness Rubric

- Increasing the Depth of Knowledge: Building a Bridge Between DOK $\frac{1}{2}$ and $\frac{3}{4}$.

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Scaffolding Instruction for Students with Disabilities
- Special Education DOE Compliance Topics (TBD)

BILINGUAL EDUCATION

- Improving Conversational Skills (i.e. Speaking and Listening) and Social Interactions
- Improving Narrative Writing for Responding to Text and/or Images

DATA

- Review of Writing Data
- Review of DRA Data
- Review of Math Data

ADMINISTRATIVE

- School-wide Topics (TBD)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

May 2015

Teacher Effectiveness Rubric

- Danielson Self-Reflection

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle

- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Scaffolding Instruction for Students with Disabilities
- Special Education DOE COmpliance Topics (TBD)

BILINGUAL EDUCATION

- Integrating Vocabulary Development Strategies
- Scaffolds for ELLs: Strategies that Engage in Grade Level Curriculum

DATA

- Data analysis of DRA
- Math Baseline Analysis
- Writing Baseline Analysis
- Estrellita program administration and data analysis

ADMINISTRATIVE

- School-wide Topics (TBD)

PROFESSIONAL LEARNING COMMITTEES

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting

Teacher Team Meetings

June 2015

Teacher Effectiveness Rubric

- Professional Goal Setting for Previous Year
- Professional Goal Setting for Upcoming Year

ELA

- LitLife Curriculum Development: Unit 2 Unit Planning, Lesson Revisions and Lesson Delivery Role Play
- ELA Modeling and Teacher Support-LitLife Coach

MATH

- Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
- Metamorphosis Math: Teacher Team Unit Planning and Revision

SPECIAL EDUCATION

- Meeting Performance Indicators on IEP
- Behavior Intervention Plans (BIPs) and ABC chart
- ICT Teaching Models

BILINGUAL EDUCATION

- Reflecting on the NYSESLAT examination and planning next steps for the new academic year

DATA

- Data analysis of DRA
- Math Baseline Analysis
- Writing Baseline Analysis
- Estrellita data analysis

ADMINISTRATIVE

- Chancellor's PD

PROFESSIONAL LEARNING COMMITTEE

- Vertical Team Teacher Rounds
- Executive Cabinet Committee Meeting
- Teacher Team Meetings

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?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As we are currently a K-4 school, this is a topic that we have begun to address as a school community. We will make partnerships with district and local schools so that they can come and present their school to our parents and to answer any enrollment related questions. The Parent Coordinator will also plan trips to take parents to visit some of these schools.
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.

Teachers will be offered PD that will allow them to target 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL Teachers (10 hours for special education teachers) for all staff, as per requirements of CR Part 154.2. Topics will be related to the four priority areas listed above. In addition, teachers will be offered PD related to learning about strategies for supporting ELLs, setting language objectives, and how to differentiate instruction. PD will be offered across the year.

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?

PS 311 has a high degree of parent involvement on the part of parents of ELLs. This is attributed to the majority of the staff, Assistant Principal, and Principal being dominant in both English and Spanish. Parents have expressed that they feel welcome due to presentations translated for them, the warm welcome they receive, and because all staff members meet and dismiss students--giving parents the opportunity to speak with teachers. In our 2014-15 Quality Review, it was noted that our parent communication and involvement is rated as "Well-Developed".

Parents are contacted individually through the Tuesday parent meeting times to provide parents with an opportunity to discuss the goals of the program, specific to their own child as well as data pertaining to their student. The Bilingual Coordinator and classroom teacher are part of this discussion, alongside administrators, as needed.

We have our staff, Bilingual teachers and also Parent Coordinator who translates or communicate with parents in Spanish directly.

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.

The Bilingual and Parent Coordinator maintain records of all invitations, letters, sign-ins, newsletters, and meetings with parents through a shared Google Drive. This allows for information to be shared and stored, as well as for calendar alarms to be set for initiating and following up on meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Lucero Elementary School has a high level of parent engagement. Activities that foster parental involvement include the following: Weekly Parent Meetings focusing on academics (i.e. ELL related topics, ELA, Math, Motivating students to Learn), Parent Volunteerism in the Classroom through our PEEPS program in collaboration with New Settlement, Monthly Movie Night, October Harvest Festival, Activity Night, Abbott House (programs for mental and emotional health and wellness), CookShop for parents, Edible Garden cooking labs for parents, Wellness in the Schools cooking labs for parents. Newsletters are also provided in both languages to inform parents of the school events, as well as monthly calendars printed in both languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has many community partners including: Montefiore On-Site Health Clinic, Abbott House on-site family liaisons (to support mental health, emotional health, and social services for families), Food Bank NYC provides cooking classes for parents, the Mexican Consulate of NY provides ESL classes for parents, LEAP provides computer classes for parents. All of the organizations listed provide services in both English and Spanish.

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

The Parent Coordinator provides parents with periodic surveys that ask parents which types of workshops they are most interested in participating in for the first half of the year. Parents are provided with evaluation forms at the end of each workshop to measure their level of satisfaction, and which help us to improve workshops provided.

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

All activities are responsive to parent and student needs according to the surveys and to the classroom academic and social-emotional data received.

D. Additional Information

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

Paste response here:

School Name: Lucero Elementary School**School DBN: 09X311**

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)
Kattia Cuba	Principal		9/15/15
Juan Padron	Assistant Principal		9/15/15
Juannis Lopez	Parent Coordinator		9/15/15
Alourdes Monestime	ENL/Bilingual Teacher		9/15/15
Elizabeth Acteopan	Parent		9/15/15
Ana Pena	Teacher/Subject Area		9/15/15
Nicole Rosado	Teacher/Subject Area		9/15/15
Kyeyeon Park	Coach		9/15/15
Jennifer Perri	Coach		9/15/15
Eric Aaron	School Counselor		9/15/15
Leticia Rodriguez-Rosario	Superintendent		9/15/15
Nichelle Maybanks	Borough Field Support Center Staff Member _____		9/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X311** School Name: **Lucero Elementary School**
Superintendent: **Leticia Rosario**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Our school uses data gathered through ATS and through informal feedback from parents through parent meetings (i.e. Parent Teacher Association meetings, Coffee with the Principal, Coffee with the Parent Coordinator, Meet the Teacher Night). Parents are canvassed regarding their translation and interpretation needs.

In addition, during student registration the ESL teacher interviews families with the Home Language Survey, used to decide their home language and academic language needs of the student.

Primarily, we have 151 Spanish speaking families, 79 English speaking, 1 family who speaks Malinke, 1 family that speaks Arabic, and 1 family that speaks Soninke. All of our materials are translated and provided in English and Spanish. We have canvassed the families of the other language speaking homes and have been informed that there is at least one adult in the family that speaks English. This helps to ensure that all of our families are receiving information in a language appropriate to the home.

In addition, to support families where there may be illiteracy, we use posters with symbols for identifying the purpose of meetings. Our flyers include these symbols, as well.

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 languages for both written and oral communication include Spanish and English. There is a very small handful of parents that require some translation in Arabic. There are a few families that speak Soninke and Malinke.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Some of the documents our school disseminates every year that require translation include: Parent Handbook (1st Week of school), newsletters (once per month), calendars (once per month), parent-teacher conference announcements (3 times per year), after school program information (3 times per year-minimum), New York State testing dates (several times from January through April), general overview of curriculum (once per month), letters from school leadership (ongoing throughout the year).

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

Formal face-to-face meetings our school will typically have with parents throughout the school year include Parent Teacher Conference Night (2 times per year), Meet the Teacher Night (one time per year), Breakfast with the Principal (once per month), School Leadership Meetings (once per month), Weekly Parent Workshops, and any meetings called upon by parents through appointment. Informal interactions anticipated include meetings with the guidance counselor, meetings with the attendance teacher, meetings with the classroom teacher, special events (i.e. October Harvest Fest).

Part C: Providing Language Assistance Services

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

The majority of our teaching staff are bilingual in English/Spanish (18 of 23 staff members speak Spanish). All of our office staff members are bilingual in English and Spanish. When we have met with

families who speak a language other than English, they have always brought in a family member who speaks English. We coordinate with these families by phone to ensure they have someone available during unexpected meetings. So far, they have always been able to bring a English speaking family member to the meetings. In the event that a family member cannot participate in a meeting, we will contact the Translation Office at the DOE to request a translator or translation of a document. We also plan ahead and submit translation requests in a timely manner to the T&I Unit (or to vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English document. In addition, many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit. Our school also receives funding for on-site interpreters for events and parent-teacher conferences. We will make arrangements with translation vendors early to ensure translations at events are covered.

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

Translation services will be provided by office staff (primarily our parent coordinator). Any translation of English to Spanish can be done by any office staff or teacher, as the majority speak in Spanish. Translation of the African languages has been conducted by a family friend who also attends the school and knows the other families. Translation of Arabic has not been necessary, as the families have someone who speaks English. For formal translation of documents, we rely on the Office of Interpretation.

Part D: Training Staff on Policies and Procedures

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

We will provide teachers and staff with a PD on September 28 (the Monday PD day) to ensure that everyone knows how to use the translation services and the over the phone interpretation service.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

☒ Language ID Guide at security desk and main office

Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Translated versions of this document will be obtained through the DOE's website (<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.)

We will post a sign in the school building in a conspicuous location near the primary entrance in each of the covered languages, indicating the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. We have spoken to security and they know to contact our school when one of our families visits. We are well acquainted with all of our other than English or Spanish speaking families, and they know how to direct themselves to our Main Offices once they sign in with security.

As we have less than 10% of students who speak a language other than English or Spanish, we will arrange with each of the three remaining families to arrange for oral translation, rather than having this obtained from the Translation and Interpretation Unit a translation into such language of the signage.

Our website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Part F: Monitoring and Quality Control

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

We will gather feedback from parents on the quality and availability of services through parent surveys conducted through a paper and focus group survey. This is done at the end of each meeting.