



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : MAX SCHOENFELD SCHOOL  
ELEMENTARY SCHOOL 070**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X070

PRINCIPAL: MRS. KERRY CASTELLANO EMAIL: KCASTEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
KERRY CASTELLANO	*Principal or Designee	
JONATHAN ALEJANDRO	*UFT Chapter Leader or Designee	
LILLIANA GONZALEZ	*PA/PTA President or Designated Co-President	
CHRISTINE LOPEZ	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
TANYA BALLARD	Member/Chairperson	
THOMAS CONOBOY	Member/Secretary	
LINDA WILLIAMS	Member/Time Keeper	
SILKIA MELENDEZ	Member/	
KIMBERLY MIDGETTE	Member/	
CHRISTANYA SIMPLICE	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Strengthening the instructional core by developing the effectiveness of our teaching and by June 2012 the principal and assistant principals will have:**

- **improved their capacity to provide evidence-based feedback to all teachers**
- **facilitated professional development, and explored observation templates and feedback protocols**
- **set up a program of professional supports for teachers to develop a thorough understanding of the Common Core Learning Tasks (CCLS) and to understand what cognitively demanding tasks look like**
- **developed an observation tool adapted from Danielson framework and embark on short, frequent cycles of classroom observations**
- **provided specific and timely feedback, with the expectation that teachers will act on it**
- **develop an individualized professional development plan for all teachers in the new school year that is based on the 1:1 feedback conferences following observations.**

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**We have conducted an extensive professional development program over recent years to address some of our major learning needs as a staff – ensuring proficiency in using data to plan instruction, exploring the reading writing workshop to ensure rigor as well as our focus on improving our mathematics instruction to meet the learning needs of our students. In the 2010-11 NYSELA Test 22.7% students performed at level 3 & 4 and in the NYS Math Test 40.4% students performed at level 3 & 4.**

**In the new school year we are planning to utilize the Charlotte Danielson Framework to further develop effectiveness of our teaching and specifically to plan for a more differentiated professional development strategy to provide for the specific needs of all our teachers.**

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- 1. Principal and assistant principals will examine the Charlotte Danielson Framework for Teaching and develop observation feedback protocols.**
- 2. The administration will develop a schedule of short, frequent cycles of classroom observations across K-5 classes. There will be a schedule for to provide focused feedback to each and every teacher as a 1:1 conference.**

- 3. All teachers will receive professional development on using rich and cognitively demanding performance tasks for the purpose of examining student work.**
- 4. Design program of professional development to deepen the alignment of curriculum and assessment to the CCLS.**
- 5. Administration will provide differentiated support for teachers and/or grade teams as per the cumulative findings of the observations.**

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Translation is available for all meetings with our school community, including:**

- **Back to School Night/Orientation**
- **Parent Orientation for parents of bilingual children**
- **Open Parent/Parent Coordinator gatherings with different focus each time**
- **Parent Workshops (ARIS, CCLS)**
- **Regular monthly PTA meetings**
- **Parent Coordinator distributes information about expectations and instruction**
- **Parent /Teacher Conferences held regularly for Report Card**
- **SLT Meetings**
- **Open Meetings providing specific information and answering questions to help parents provide support at home**
- **Publishing parties open to school community**
- **Field trips open to parents to attend.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.**

**Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment. A comprehension program of professional development will be implemented in 2011-12; to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction. Assistant Principals provide ongoing professional development in literacy for all teachers throughout our school. K-3 teachers will be provided by one coach dedicated to the early childhood grades. Network Consultant and AUSSIE Consultant provide professional development for literacy. Professional development on grade 4-5 will be provided by two lead teachers dedicated to those grades alone and will focus on the workshop model. Curriculum units and data assessments will be ongoing to all skill areas.**

**Mathematics professional development will be provided by two coaches and will focus on hands-on activities that will address**

**problem solving strategies and higher order thinking skills.**

**Service and program coordination**

SES services provided for our students. Funds allocated for students in need. After-school and Saturday Academy instituted.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title I and Fair Student Funding will be used to support this work through the following:**

- **PD (e.g.) AUSSIE Consultant**
- **Per session funding for planning and curriculum development**
- **Book Room materials**
- **Provision of technology such as Laptop carts, SmartBoards, printers, computer software etc. and maintenance where necessary**

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Teacher Teams will be engaged in collaborative inquiry work for Literacy and Mathematics and by the end of June 2012:**

- **All students will have engaged in at least one literacy and one mathematics assessment task embedded in a rigorous curriculum unit and aligned to the Common Core**
- **All curriculum units will have been reviewed and revised to include rigorous embedded tasks, aligned to the Common Core with instructional supports for all student learners.**

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**In the 2010-11 Progress Report our Student Progress overall was 21 (C Grade), Student Performance 3.9 (D Grade), School Environment 5.5 (C Grade) and Closing the Achievement Gap 1.0, therefore our overall Score was 31.4 (C Grade). To lift out progress in ELA and Mathematics in the New State Tests 2012 we will be concentrating on implementing a performance task in both ELA & Math, aligned to the CCLS, with well crafted instructional supports for all learners, and then consider the implications for our teaching.**

**ELA and Mathematics units of study will be revised to include:**

- **multiple entry points for ELLs and Special Education students**
- **cognitively demanding tasks aligned to the CCLS**
- **Binder of annotated student written assessments as a reference point to compare future student work, at each grade level (Goals 3 and 4).**

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**PD opportunities will be provided that exposes staff to student work and diagnostic tasks aligned to the selected standards, available on the CCLS in order to fulfill the CITYWIDE INSTRUCTIONAL EXPECTATIONS and this goal the following steps have been planned:**

- 1. In Fall 2011, PS 70 will take the next step in building teacher understanding around Common Core with the 50 minute PD module; Deep Dive into the CCSS - Reading Standards for Informational Text**

2. **Teacher Teams will be formed early in Fall to begin the inquiry process and review the NYC Common Core-Aligned Tasks embedded in the grade specific units of study, for ELA & Mathematics.**
3. **This inquiry process will be supported by ARIS Learn, District & Network personnel, A.U.S.S.I.E. Literacy Consultant, Coaches, Lead Teachers and PS 70 administration.**
4. **The Teacher Teams will make recommendations as to how the NYC Common Core-Aligned Tasks & units will be implemented - either by using all or portions of the materials provided in the Common Core Library, or by creating their own tasks within the existing PS 70 units in ELA and Mathematics.**
5. **The Teacher Teams will inform staff on the guidelines and implementation process, including the task-specific supports for ELLs and Students with Disabilities.**
6. **The agreed CCLS Aligned tasks will be given in Fall 2011 to all students Grade K-5 in ELA and Mathematics.**
7. **Using CCLS Aligned Rubrics the resulting student work will be assessed by class teachers and selected student work will be provided to allow the Teacher Teams to begin the inquiry.**
8. **The Teacher Teams will review the student work to consider what additional instructional supports that will need to be embedded into the existing units of study, for both ELA and Mathematics.**
9. **The Teacher Teams will provide feedback to teachers on how the annotated student work will inform all future instructional programs, including the inclusion of rich assessment tasks.**
10. **Subject teams collaboratively review the curriculum that includes rigorous embedded tasks and multi entry points for all learners, based on the lessons learned from the inquiry process.**
11. **Grade teams will continue to collaborate to align Grade K-5 curriculum with the CCLS, by developing and refining instructional units, to meet the learning needs of all PS 70 students, through a careful selection from each strand and sub strand of the standards at each grade level.**
12. **ELL & CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 70. ESL, coaches and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.**
12. **The emerging instructional expectations will allow PS 70 to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks and develop along the continuum toward college and career readiness.**

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Translation is available for all meetings with our school community, including:**

- **Back to School Night/Orientation**
- **Parent Orientation for parents of bilingual children**
- **Open Parent/Parent Coordinator gatherings with different focus each time**
- **Parent Workshops (ARIS, CCLS)**
- **Regular monthly PA meetings**
- **Parent Coordinator distributes information about expectations and instruction**
- **Parent /Teacher Conferences held regularly for Report Card**
- **SLT Meetings**
- **Open Meetings providing specific information and answering questions to help parents provide support at home**
- **Publishing parties open to school community**
- **Field trips open to parents to attend.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.**

**Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment. A comprehension program of professional development will be implemented in 2011-12; to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction. Assistant Principals provide ongoing professional development in literacy for all teachers throughout our school. K-3 teachers will be provided by one coach dedicated to the early childhood grades. Network Consultant and AUSSIE Consultant provide professional development for literacy. Professional development on grade 4-5 will be provided by two lead teachers dedicated to those grades alone and will focus on the workshop model. Curriculum units and data assessments will be ongoing to all skill areas.**

**Mathematics professional development will be provided by two coaches and will focus on problem solving strategies and higher order thinking skills. hands-on activities that will address**

**Service and program coordination**

Funds will be allocated to support our children in shelters.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title I and Fair Student Funding will be used to support this work through the following:**

- **PD (e.g.) AUSSIE Consultant**
- **Per session funding for planning and curriculum development**
- **Book room and classroom texts**
- **Math manipulatives**
- **Provision of technology such as Laptop carts, SmartBoards, printers, computer software etc. and maintenance where necessary**

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Students will show progress in using evidence to support arguments in literacy and by June 2012:**

- **All students will have undertaken rigorous embedded tasks, aligned to the CCLS in Fall 2011 and again in Spring 2012**
- **55% of general education students will have moved up at least one level in the ‘use evidence’ area of the rubric developed by teachers**
- **25% of ELLs and Special Education students will have moved up at least one level in the ‘use evidence’ area of the rubric being used by teachers.**
- **At least 5% improvement in ELL & IEP student proficiency in ELA & Math**
- **To increase our level 2 English Language Learners to level 3 by 5% - approximately 15 students**
- **To increase our level 1 special education students to level 2 by 5% - approximately 5 students**
- **5%\_ improvement in ELA for the of students from level 2 to 3 approximately - 40 students**
- **Increase level 1’s to 2’s by 5% - approximately 750 students tested and approximately 16 students**
- **Increase level 2’s to level 3’s by 5% - approximately 750 students tested and approximately 35 students in the NYSELA Test 2012.**

#### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**In the NYS ELA 2010-11, 29.6% ELLs, 36.8% Lowest Third Citywide, 48.9% Self-Contained/CTT/SETSS and 35.2% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher. Though at PS70 we have been working on improving literacy outcomes by refining our delivery of the workshop model and differentiated practices, especially during the independent phase of the workshop, it is clear that students ability to explain clearly their reasoning behind their arguments is undeveloped overall. Therefore this goal will be used to support improved understanding of CCLS and how we can provide more effective instructional supports for all students including our sub groups. We will monitor student work samples to ascertain the rate at which students will have moved up in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the Performance Task Writing rubric.**

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**K-5 Grade teams will develop and use informational writing rubrics, aligned to the CCLS, that includes the ‘demonstrates ability to provide reasoning behind argument(s)’ category for this assessment. This will form the baseline assessment for the following steps for 2011-12:**

- 1. A member of the Writing Team (nominated teachers K-5) will work with each grade team to ensure the rich assessment tasks selected**

are aligned with the CCLS. The team will adapt or develop a rubric aligned to the CCLS that includes the 'use evidence' category for this assessment. The Assistant Principals, Literacy Coach, Lead Literacy Teacher, AUSSIE Consultant and Principal will make certain that relevant professional development support is given to teachers, particularly teachers new to teaching and teachers new to the grade.

2. ESL, CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 70. Grade Teams, assisted by the Assistant Principals, coaches and the Writing Team, will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.
3. Students will complete tasks that require them to read and analyze informational texts and write opinions and arguments in response. Grade teams will use informational writing rubrics that are aligned to the CCLS that includes the 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment and select student work sample to establish the baseline for the inquiry work of the Writing Team.
4. The Writing Team will review the Fall student writing samples to identify the next steps taking students to the next level of achievement (based on the rubric). The team will meet regularly and use student work samples with a view to refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim. Information gathered about our instructional programs will be shared with grade teams to allow teachers to work to adjust instruction.
5. Following the NYSELA Test The Writing Team will assist grade teams to develop a second CCLS aligned rich assessment task that will become a part of the unit of study at that time. When an overall plan is completed at each grade level all students will complete tasks that require them to read and analyze informational texts and write opinions and arguments in response. Teachers will use the rubric to assess the writing and each grade will select final student work sample for the Writing Team to review to monitor progress.
6. Teachers will review the fall student writing samples (baseline) and the Spring writing sample (endline) will be used to identify the next steps to move students to the next level of achievement (based on a specific rubric). In order to do this we will utilize student work samples with a focus of refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence based thinking. This will inform our units of study K-5 and help us to improve academic rigor throughout the school for all our students.

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

#### **Translation is available for all meetings with our school community, including:**

- **Back to School Night/Orientation**
- **Parent Orientation for parents of bilingual children**
- **Open Parent/Parent Coordinator gatherings with different focus each time**
- **Parent Workshops (ARIS, CCLS)**

- **Regular monthly PA meetings**
- **Parent Coordinator distributes information about expectations and instruction**
- **Parent /Teacher Conferences held regularly for Report Card**
- **SLT Meetings**
- **Open Meetings providing specific information and answering questions to help parents provide support at home**
- **Publishing parties open to school community**
- **Field trips open to parents to attend.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.**

**Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment. A comprehension program of professional development will be implemented in 2011-12; to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction. Assistant Principals provide ongoing professional development in literacy for all teachers throughout our school. K-3 teachers will be provided by one coach dedicated to the early childhood grades. Network Consultant and AUSSIE Consultant provide professional development for literacy. Professional development on grade 4-5 will be provided by two lead teachers dedicated to those grades alone and will focus on the workshop model. Curriculum units and data assessments will be ongoing to all skill areas.**

**Service and program coordination**

SES services provided for our students. Funds allocated for students in need. After-school and Saturday Academy instituted.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title I and Fair Student Funding will be used to support this work through the following:**

- **PD (e.g.) AUSSIE Consultant**
- **Per session funding for planning and curriculum development**
- **Book room and classroom texts**
- **Provision of technology such as Laptop carts, SmartBoards, printers, computer software etc. and maintenance where necessary**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Students will show progress in demonstrating an ability to provide reasoning behind arguments in mathematics and by June 2012:**

- **All students will have undertaken rigorous embedded tasks, aligned to the Common Core in Fall 2011 and again in Spring 2012**
- **75% of general education students will have moved up at least one level in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the rubric developed by teachers**
- **45% of ELLs and Special Education students will have moved up at least one level in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the rubric being used by teachers.**
- **At least 5% improvement in ELL & IEP student proficiency in ELA & Math**
- **To increase our level 2 English Language Learners to level 3 by 5% - approximately 15 students**
- **To increase our level 1 special education students to level 2 by 5% - approximately 5 students**
- **5% improvement in Math of students from level 2 to 3 - approximately 40 students.**

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**In the NYS MATH 2010-11, 34.8% ELLs, 41.1% Lowest Third Citywide, 40% Self-Contained/CTT/SETSS and 42.4% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher.**

**In order to do this our professional development and our inquiry focus will be on reviewing ways real mathematicians use mathematics to represent and solve authentic problems in the world as well as support all our students, including the subgroups to perform at a higher level of cognitive demand by using the instructional supports for ELL and Special Education students.**

**Students will have moved up at least one level in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the Performance Task Mathematics rubric.**

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- 1. The Assistant Principal and Mathematics Coaches Teacher will work with a Mathematics team, including the coach and nominated teachers, to ensure the rich assessment tasks selected are aligned with the CCLS. The Mathematics Coaches, Assistant Principals and**

**Principal will make certain that relevant professional development support is given to teachers (ARIS Learn).**

- 2. Mathematics team will adapt or develop a rubric aligned to the CCLS that includes the ‘demonstrates ability to provide reasoning behind argument(s)’ category for this assessment.**
- 3. Teachers, with the support of the Mathematics Team and Assistant Principal, will review ways real mathematicians use mathematics to represent and solve authentic problems in the world. The team will meet regularly and utilize student work samples with a view to refining instruction by developing a set of well-crafted and specific strategies to support the achievement of rigorous tasks in mathematics. ELL, CTT and SETTS teachers will co-plan with grade teams to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 70.**
- 4. All students will engage in cognitively demanding mathematics tasks that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.**
- 5. The team will review the Fall student mathematical work sample to identify the next steps for planning a rigorous instructional assessment again in the Spring to monitor student’s developing ability to think mathematically and to model and/or construct viable arguments and to plan instruction to deepen this practice. This will form the basis of our K-5 Mathematics Inquiry approach to inform our teaching units across the school.**
- 6. With the assistance of the Assistant Principal, coaches and the Mathematics Team our NYS Math Test results will be reviewed especially the item analysis for the extended response questions. Our strategy will be reviewed accordingly in September 2012.**

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Translation is available for all meetings with our school community, including:**

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Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.**

**Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment. A comprehension program of professional development will be implemented in 2011-12; to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction. Assistant Principals provide ongoing professional development in literacy for all teachers throughout our school. K-3 teachers will be provided by one coach dedicated to the early childhood grades. Mathematics units and data assessments will be ongoing to all skill areas.**

**Mathematics professional development will be provided by two coaches and will focus on hands-on activities that will address problem solving strategies and higher order thinking skills.**

**Service and program coordination**

Funds will be allocated to support our students in shelters. Grant issued to help our children receive healthy snacks.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title I and Fair Student Funding will be used to support this work through the following:**

- **Per session funding for planning and curriculum development**
- **Book room and classroom texts**
- **Math manipulatives & math games**
- **Provision of technology such as Laptop carts, SmartBoards, printers, computer software etc. and maintenance where necessary.**

## ANNUAL GOAL #5 AND ACTION PLAN

### Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### To improve teacher's implementation of early literacy strategies and by June 2012:

- All K-2 teachers will conduct effective daily guided reading sessions
- All K-2 teachers will use formal and informal assessment information to plan instruction
- At least 80% all kindergarten students will know their sounds & letters and 100+ sight words, approximately 170 students.

### Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The New State School Report Card for PS70 states that in 2009-10 the Estimated Percentage of Students from Families Receiving Public Assistance was 91-100%. According to our records there is a high mobility rate of around 90.4%. We have a Hispanic population of almost 70% and approximately 30% of the students are designated as English Language Learners. Our students coming into grade 3 each year are well below grade average in literacy and a focused early childhood literacy program is of great importance to ensure student's success in the NYSELA Test. We are in the second year of the implementation of an early childhood literacy program for Kindergarten and Grade 1 and in addition we are conducting PD with K-3 on guided reading with inclass support. Therefore based on Kindergarten – Grade 2 teacher-monitored reading assessments we anticipate that all students will progress by at least one reading level (K-2).

### Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- New Grade K & 1 teachers or those new to the grade will receive PD on an early phonics program the school has adopted to support our students to develop literacy skills
  - All K, 1 & 2 teachers receive PD on planning, conducting and monitoring guided reading
  - Lab sites for guided reading will operate with support from Literacy Coach, AUSSIE Consultant & Assistant Principal
  - K-2 classes will conduct regular small group guided reading sessions and received inclass support from Assistant Principal, Coach and AUSSIE Consultant
  - K-2 students will be assessed in the Spring and Fall semesters (WRAP, Foundation Probes)
  - PD on taking and assessing running records will be conducted in K-2
  - Informal running records will be used by K-2 teachers to assist with planning reading instruction.

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Translation is available for all meetings with our school community, including:**

- **Back to School Night/Orientation**
- **Parent Orientation for parents of bilingual children**
- **Open Parent/Parent Coordinator gatherings with different focus each time**
- **Parent Workshops (ARIS, CCLS)**
- **Regular monthly PTA meetings**
- **Parent Coordinator distributes information about expectations and instruction**
- **Parent /Teacher Conferences held regularly for Report Card**
- **SLT Meetings**
- **Open Meetings providing specific information and answering questions to help parents provide support at home**
- **Publishing parties open to school community**
- **Field trips open to parents to attend.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Proactive efforts have been in place in this endeavor. We have a committee that has reached out to colleges and universities to recruit certified teachers.**

**Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment. A comprehension program of professional development will be implemented in 2011-12; to insure that teachers are receiving the support and training needed to conduct highly effective classroom instruction. Assistant Principals provide ongoing professional development in literacy for all teachers throughout our school. K-3 teachers will be provided by one coach dedicated to the early childhood grades and with an AUSSIE Consultant who will provide professional development for literacy. Curriculum units and data assessments will be ongoing to all skill areas.**

**Service and program coordination**

SES services provided for our students. Funds allocated for students in need. After-school and Saturday Academy instituted.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Title I and Fair Student Funding will be used to support this work through the following:**

- **PD e.g. AUSSIE Consultant**

- **Per session funding for planning and curriculum development**
- **Book room and classroom texts and Big Books**
- **Resources for work & phonics, e.g., magnetic boards, letters**
- **Provision of technology such as Laptop carts, SmartBoards, printers, computer software etc. and maintenance where necessary**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	40	0	N/A	N/A	10			
<b>1</b>	54	0	N/A	N/A	10			
<b>2</b>	30	0	N/A	N/A	10			
<b>3</b>	60	60	N/A	N/A	15			
<b>4</b>	60	60	20	20	15			
<b>5</b>	60	60	N/A	N/A	10			
<b>6</b>	N/A	N/A	N/A	N/A	N/A			
<b>7</b>	N/A	N/A	N/A	N/A	N/A			
<b>8</b>	N/A	N/A	N/A	N/A	N/A			
<b>9</b>	N/A	N/A	N/A	N/A	N/A			
<b>10</b>	N/A	N/A	N/A	N/A	N/A			
<b>11</b>	N/A	N/A	N/A	N/A	N/A			
<b>12</b>	N/A	N/A	N/A	N/A	N/A			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p><u>Before School Tutorial</u>: 8:00-8:50am M/T/W grades 2-5 – Small groups (10:1) focus on decoding, fluency and comprehension strategies.</p> <p><u>During the school day</u>: Small group instruction (8:1) for one 45 minute period per day using decoding, fluency and comprehension strategies.</p> <p><u>After School ESL Academy</u>: Twice a week from 3:00-5:00 (T/W). Small group instruction for ELL students using Journeys ESL Program.</p>
<b>Mathematics</b>	<p><u>During the school day</u>: Small group instruction (6:1) for one 45 minute period twice a week focusing on computation and problem solving skills.</p>
<b>Science</b>	<p><u>During the school day</u>: Small group instruction for 4th grade students for 45 minutes twice a week.</p>
<b>Social Studies</b>	<p><u>During the school day</u>: Small group instruction for 4th grade students for 45 minutes twice a week.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><u>During the school day</u>: Small group meetings once a week for 45 minutes with at-risk boys.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p><u>During the school day</u>: One-to-one meetings with at-risk students as specified in their IEP.</p>
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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***

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_09X070\_\_\_\_\_ **School Name:** \_The Max Schoenfeld School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     X Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     X Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Restructuring advanced, Comprehensive, ELA-grades 3-5 ELA, all SWD Black Hispanic, LEP, ED
  - Need additional literacy intervention strategies
  - Alignment of literacy units with the Common Core Learning Standards
  - Increase use of technology
  - Early childhood reading program
  - Consistent use of rubrics throughout the building to provide feedback to our students
  - Grouping for instruction was ineffective because it was not based on ongoing assessment. There was no evidence of regrouping students following the mid-year assessment.
  - The co-teaching model was not effectively implemented in Collaborative Team Teaching (CTT) classrooms.
  - The pacing of instruction was poor, varied greatly from classroom to classroom. and did not support students in effectively processing information.
  - Transitions were disorganized and resulted in much lost instructional time in many of the classrooms that were observed.
  - There was little evidence of learning goals being developed by teachers for or with students. Performance indicators were not being used to assist students in developing or understanding their learning goals.
  - Modeling and scaffolding techniques were absent in most classrooms. There was no evidence of the use of a range of questioning skills to promote higher order thinking, academic rigor, accountable talk or problem solving in ELA or other content areas.
  - There was inconsistency in the use of rubrics across the school. The rubrics were not standards-based and were created by individual teachers. Teacher comments did not lead students forward to the next level of performance.
  - There were limited technology resources available in the school. Students were observed using technology in only a small number of classrooms visited.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Teachers will develop unit assessments for literacy to assess students' progress and areas of need
  - Achieve 3000 will be used as intervention to support ELA instruction for all subgroups including the SWD children
  - Intervention Fountas and Pinell program purchased to ensure that there is service provided for our struggling readers
  - The installation of smartboards in 60 percent of our classrooms in order to encourage the infusion of technology into our daily instruction.
  - Use of Foundations in our early childhood program
  - Development of literacy units that will be aligned to the CCLS
  - Implementation of an RTI (Response for Intervention) model in order to provide targeted support to our students based on their needs
  - Further facilitate collaboration among Teacher Teams to engage the whole school in a cycle of inquiry instructional adjustments, reflections, and to provide feedback to teachers.
  - Teams of teachers will be selected to further develop this work by devising grade appropriate rich performance tasks as a vehicle for examining student work; they will devise grade appropriate rich and rigorous performance tasks and rubrics which they will use to examine student work
  - Teacher teams will share with colleagues their findings and demonstrate how adjustments can be made, by looking closely at student work samples, thereby developing a shared understanding of what good or exceptional and rigorous work is (as defined by Common Core Learning Standards) to inform adjustment of teachers' practice to support student's development along the continuum of college and career readiness .
  - Grade teams will continue to collaborate to align Grade K-5 curriculum with the Common Core, Learning Standards, by developing curriculum maps and refining units of instruction, to meet the learning needs of all PS 70 students.
  - ESL & CIT and SETSS teachers will co-plan to create multiple points of entry and instructional scaffolding strategies to support students learning and address the full range of learning needs of all of our students at PS 70.
  - ESL teachers, librarian, coaches and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve student's use of English language and their thinking around informational texts.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Professional Development in strategies to support the instruction of SWD and ELLs
  - Professional Development in the use of the Smartboards to integrate technology into daily instruction and to motivate and engage students
  - Provide professional development for all teachers (ARIS Learn) on developing rich and cognitively rigorous performance tasks for the purpose of examining student work.
  - Apply funding towards enlisting the service of experienced teachers to coach staff and students in the areas of literacy and writing.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Team of teachers selected to obtain their teaching certification in the mentoring program sponsored by the city of New York.
  - Experienced teacher will be paired with each new teacher to provide new teacher guidance and professional support in their practice
  - Assistant principal will oversee the mentoring program in order to ensure effectiveness
  - Mentees will conduct ongoing class visitations both in school and outside of school
  - Network Achievement Managers and Coaches will provide professional development, support and feedback to our new teachers as well as to school mentors.
  - Develop a schedule of short, frequent cycles of classroom observations across K-5 classes to support effectiveness of instruction, assess practices and inform the types of support and/or professional development the teachers need.
  - Begin the use of The Charlotte Danielson's Framework for teacher effectiveness and schedule additional time to prepare and provide focused feedback to each and every teacher.
  - Train teachers on developing and using Common Core Standards –aligned rubrics that assess student's work
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parent letters will be sent out in the appropriate languages to inform them of the school's NCLB status. Additionally, this information will be shared with the school community during our next parent's association meeting. Parent coordinator will be available to assist parents in case they need further clarification.



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/Reynaldo Wright</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>070</b>
School Name <b>Max Schoenfeld</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Kerry Castellano</b>	Assistant Principal <b>Kimberly Fisher</b>
Coach <b>Mary Blackwell</b>	Coach <b>Tanya Ballard</b>
ESL Teacher <b>Michele Silva</b>	Guidance Counselor <b>Juan Cruz</b>
Teacher/Subject Area <b>Claris Colon / ESL</b>	Parent <b>Lillian Gonzalez</b>
Teacher/Subject Area <b>Zulma Bermudez/Bil Cord.</b>	Parent Coordinator <b>Ann Ramirez</b>
Related Service Provider <b>Mr. Todd</b>	Other
Network Leader <b>Reynaldo Wright</b>	Other <b>Tzongin Lee /ELL Coordinator</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>8</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>1372</b>	Total Number of ELLs	<b>393</b>	ELLs as share of total student population (%)	<b>28.64%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

. P.S. 70 is aK through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the Bilingual coordinator or ESL teacher administer the Language Battery Assessment (LAB-R) to the child within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the Bilingual Coordinator as well as the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non- Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities.

Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the Parent and Bilingual Coordinators inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A

parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the assessments, school expectations, and the general requirements of the ESL programs at PS70. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish. The timeline in which to complete these services is 10 days.

3. The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Night which is held in the Fall to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. The criteria and the procedures followed to place newly identified ELL students in any of the bilingual instructional programs available at PS 70 include as follows: Informing parents about their children's placement in a timely manner and in their home language; grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Night. In addition, the Parent and Bilingual Coordinator organize parent workshops, PTA meetings, and/or Family Fun Activities. P.S. 70.

5. Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Freestanding English as a Second Language program and Bilingual. In our Freestanding English as a Second Language program which includes the ESL Self-contained and ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL/Bilingual certified teachers effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards.

6. The bilingual program models offered at P.S. 70 are aligned with parental requests. To continue aligning parental choice with our program offerings we do every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in both, Freestanding English as a Second language and the Transitional Bilingual programs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6● 7● 8● 9● 10● 11● 12●

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

Transitional bilingual education program	Yes☼	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No☼	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	2	1	1	1	1	1								7
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	2	2	1									5
<b>Push-In</b>	0	2	2	0	1	1								6
<b>Total</b>	2	3	5	3	3	2	0	0	0	0	0	0	0	18

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	393	Newcomers (ELLs receiving service 0-3 years)	307	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	83	Long-Term (completed 6 years)	2

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 special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	160			7			0			167
Dual Language										0
ESL	147		5	76			3		1	226
<b>Total</b>	<b>307</b>	<b>0</b>	<b>5</b>	<b>83</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>393</b>

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish	42	26	22	28	24	25								167
Chinese														0

**Transitional Bilingual Education**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>42</b>	<b>26</b>	<b>22</b>	<b>28</b>	<b>24</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>167</b>

**Dual Language (ELLs/EPs)**

**K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>																		

**Dual Language (ELLs/EPs)**

**9-12**

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	30	21	53	50	40								204
Chinese														0
Russian														0
Bengali	1	1			1									3
Urdu														0
Arabic														0
Haitian														0
French			2		1	2								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	2	3	3	3								14
<b>TOTAL</b>	<b>12</b>	<b>33</b>	<b>25</b>	<b>56</b>	<b>55</b>	<b>45</b>	<b>0</b>	<b>226</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

. Our program implements Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students receive either self contained or a push-in model. ESL Self-Contained classes in grades 3, 4 and 5 receive ESL instruction by ESL certified teachers as a part of their language development and daily academic instruction. In Grade 2, ELLs are clustered in a classroom with a certified general education teacher, while an ESL certified teacher follows the Push-in model. In Special Education and general education classes ELLs receive ESL instruction through the Push-in model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogenous model in the ESL Self-contained classes and the homogeneous model by language proficiency within age parameters in the Push-in program. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. The Balanced Literacy Model supports the differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our Achieve 3000 computer lab reading program.

Our ELL students across grades K-5 are provided with adequate levels of ESL instruction throughout the school year to accelerate their English language development in the four modalities: listening, reading, writing, and speaking. The school directly provides other support services/programs that may be needed by ELL students in order to attain English language proficiency and maintain satisfactory levels of academic performance. These additional interventions include as follows: guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school, extended day, and our upcoming Saturday program.

There are five ESL teachers serving our 433 English language learners at PS70.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### Targeted Intervention Programs

In order to ensure the success of our ELLs, we have instituted a series of intervention programs. All but the AIS groups are available to all our ELLs, and the flexible nature of these programs provides the opportunity to adjust our practices in response to the changing needs of our population. Any changes made come in response to standardized testing data, teacher collected data and observations, and changes to the student population.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Students participate in shared, guided and independent reading instruction and mini-lessons. Also, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, we are assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, we do small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

If a SIFE student is identified, P.S. 70 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 70 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### Targeted Intervention Programs

In order to ensure the success of our ELLs, we have instituted a series of intervention programs. All but the AIS groups are available to all our ELLs, and the flexible nature of these programs provides the opportunity to adjust our practices in response to the changing needs of our population. Any changes made come in response to standardized testing data, teacher collected data and observations, and changes to the student population.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Students participate in shared, guided and independent reading instruction and mini-lessons. Also, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, we are assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, we do small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

#### a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

If a SIFE student is identified, P.S. 70 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 70 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

#### b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### Targeted Intervention Programs

In order to ensure the success of our ELLs, we have instituted a series of intervention programs. All but the AIS groups are available to all our ELLs, and the flexible nature of these programs provides the opportunity to adjust our practices in response to the changing needs of our population. Any changes made come in response to standardized testing data, teacher collected data and observations, and changes to the student population.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Students participate in shared, guided and independent reading instruction and mini-lessons. Also, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, we are assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, we do small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

#### a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

If a SIFE student is identified, P.S. 70 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 70 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

#### b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

## D. Professional Development and Support for School Staff

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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2. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

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## C. Schools with Dual Language Programs

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

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## Additional Information

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

Paste additional information here

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	38	35	22	29	16	7								147
Intermediate(I)	10	16	14	30	23	21								114
Advanced (A)	6	8	11	25	40	42								132
Total	54	59	47	84	79	70	0	0	0	0	0	0	0	393

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	23	10	6	12	7	5							
	I	11	9	8	8	12	4							
	A	6	14	12	17	14	11							
	P	10	26	21	47	46	50							
READING/ WRITING	B	33	10	9	27	10	10							
	I	21	25	19	35	26	18							
	A	0	22	18	22	41	40							
	P	0	2	1	84	2	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	92	92	54	0	238
4	39	129	57	1	226
5	44	128	43	1	216
6					0
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	33	19	75	39	50	25	4	0	245
4	14	8	69	43	51	26	19	3	233
5	6	21	64	28	69	15	15	3	221
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15	2	3	3	115	2	31	0	171
8									0
NYSAA Bilingual Spe Ed									0

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

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

## Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15	7	3	10				
Chinese Reading Test								

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#### Trends in Data

A review of the NYSELAT data indicates that our ELL consistently perform lower on the Reading/ Writing sections of assessments than they do on the Listening/ Speaking sections. The WRAP scores from the 2010-2011 school year indicate consistent progress from students in all classrooms.

#### Modifications in Response to Data

In response to the NYSESLAT data we have created ELA after school programs specifically for our ELL students and follow them up with a writing academy for ELLs in the spring. Students are also targeted for AIS services as well as morning tutoring time. Within the classroom, ESL teachers use WRAP data to restructure groups, develop targeted interventions, motivate students, and continually evaluate student progress and success.

As a school community we have worked diligently to develop effective instructional approaches and practices for our ELLs. We have focused on cooperative learning, the use of visuals, integrating of semantic maps and graphic organizers, the use of context clues, the activating of prior knowledge and both heterogenous and homogenous grouping of ELLs in small group settings to encourage learning from one another.

We have purchased new materials to use with our ELL students during the day as well as after school. Rosetta Stone, a technology based program, is being used in the morning tutoring time. This program allows students to work independently at their own paces. For our after school program, we purchased Journeys, a science based language development program. Throughout the school we are moving towards the Balanced Literacy approach with the use of ESL strategies to enhance comprehension. We additionally believe that balanced literacy

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Max Schoenfeld</u></b>		<b>School DBN: <u>402</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Castellano	Principal		11/4/11
Kimberly Fisher	Assistant Principal		11/4/11
Ann Ramirez	Parent Coordinator		11/4/11
Michele Silva	ESL Teacher		11/4/11
Lillian Gonzalez	Parent		11/4/11
Claris Colon	Teacher/Subject Area		11/4/11
7Amalfi Abreu	Teacher/Subject Area		11/4/11
Mary Blackwell	Coach		11/4/11
Tanya Ballard	Coach		11/4/11
Juan Cruz	Guidance Counselor		11/4/11
Reynaldo Wright	Network Leader		11/4/11
Zulma Bermudez	Other <u>Bil. Coordinator</u>		11/4/11
	Other		11/4/11
	Other		11/4/11
	Other		11/4/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X070      **School Name:** PS 70

**Cluster:** Anthony Conelli      **Network:** Renardo Wright

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We used NYSESLAT data as well as the Home Language Surveys to identify our language needs. This data was gathered via several ATS reports.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of the 393 LEP students have a home language of Spanish. In addition there are 5 students who speak French, 3 students who speak Bengali. In addition there are 14 languages classified as others. This information was reported to the school community via newsletters and faculty meetings.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parent letters will be translated using the DOE translation services available through the NYCDOE and on the NYCDOE website. Both outside and in-house translation will be provided. Interpreters will be called if needed for a specific language. An outside telephone system will be installed to further inform parents and our community to be available in all languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided using the DOE's translation and interpretation services as well as in-house school staff and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be informed of all the services available at the school and community via:

- Back-to-school-night
- Monthly informational letters sent home
- Interpreters (staff or parent volunteers) will available at all parent workshops and Parent-Teacher conferences.
- Parent Meetings
- Parent Coordinator
- Translation Equipment
- All school and parent individual meetings
- New Telephone Informational System



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
  - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 70	DBN: 09X070
Cluster Leader: Anthony Conelli	Network Leader: Renardo Wright
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Small Group
Total # of ELLs to be served: 82 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 5

## 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:

We currently have 8 teachers working afterschool to support the ELLs. These teachers work every Tuesday and Wednesday from 3:15 - 5:15 p.m. This afterschool program started in October and will continue for a total of 39 sessions/days. The following is a list of our teachers serving the after-school program along with their certifications.

1 ESL certified - Ms. Silva

1 (20cr. in ESL)- Ms. Pujos

1 Bilingual Certification- Ms. Bermudez

5 Common Branch Licenses- Ms. Webster, Ms. Ballard, Ms. Metcalf, Ms. Fields, Ms. Troche

The secretary is responsible for all clerical work such as completing time sheets, calling parents, creating class lists, ordering snacks for the program and anything that entails making copies and/or filing paper work.

The supervisor Ms. Capote is responsible for overseeing the ELL Academy Program which includes but not limited to implementing curriculum, distributing instructional materials, and lesson planning with teachers. The supervisor conducts informal observations and provides feedback for teachers participating in this program.

The school is working towards improving the instruction for our second language learners and special education and at-risk population by increasing our teacher knowledge and application of scaffolding strategies that will support this population in their attainment of the skills and strategies based on the Common Core Standards. Progress tools will include WRAP, Unit assessments, Periodic assessments and student writing portfolios. These interventions will include direct instruction in Reading and Math and includes the use of scaffolding techniques, intensifying basic skills, and vocabulary development. All staff will utilize small group intensive intervention during Small Group Instruction.

During Small Group Instruction:

All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all ELLs are participating in small group instruction four days a week for 37.5 minutes to receive additional support. The focus during small

## Part B: Direct Instruction Supplemental Program Information

group instruction is an equal amount of ELA and math enrichment.

In response to the analytical results of periodic assessments and state exams for specific Special Education and ELL designated students, AIS teachers push into 5th grade classrooms for 45 minute periods. Throughout the day, another AIS teacher pushes in to classrooms and pulls out students, who are at-risk of failing in grades 3 and 4. Students whose performance on periodic and formulative assessments resulted in the low or at risk range in Literacy readiness in grades K-4 are grouped and strategically targeted using explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Another subpopulation of ELLs targeted for the ESL after school program are at-risk ELLs in grades 3-5. These students are instructed with an array of instructional materials that cater to students' academic needs. One program used to develop content area vocabulary is the Language Proficiency Intervention Kit.

Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness. Also evident from looking at the data is the large amount of LTEs that have tested proficient.

### Description of Our Plan for Continuing Transitional Support

In order to continue transitional support for ELLs who have reached proficiency, they are given extended time (time and a half) during city and state testing for the two years following proficiency. In addition, teachers will continue to differentiate instruction for these students in order to continue challenging them and building on their experiences. All students are eligible to participate in all morning and after-school programs that are offered to support academic and language development.

### New Programs or Improvements for School Year

During this time, all students are being serviced and our AIS program is becoming more intensive. Our AUSSIE consultant will continue to help us support teachers.

### After school and Supplemental Services

NOTE: P.S. 70 will use other funding sources to complement the cost of all supplemental programs.

The Title III supplemental activities we offer after school include, but are not limited to Long-term and Beginner/Intermediate English Language Learner Programs. Grades 2 - 5 beginner/intermediate level ELLs participate in one of our after school programs. The rationale is to provide these students with language background and experience while also strengthening their foundational reading, writing, listening and speaking skills. Teachers assigned maintain a bilingual or ESL certification and meet with their students Tuesdays and Wednesdays for 1.5hrs. The materials that are used are Write Source and Achieve 3000 computer literacy program, Getting Ready for the NYSESLAT and ELA test Prep., as well as teaching ESL through Arts and Crafts.

### Instructional Materials

## Part B: Direct Instruction Supplemental Program Information

Some age and level appropriate instructional materials used to support ELLs during and after school are; A to Z, Read Works, Ed Helper, and Write Source. The following publishers and web-based programs are used during guided reading; Starfall, Scholastic, Time For Kids, and Content area materials used to support ELLs during math are Everyday Math, manipulativess, math games, and online math websites. As for science and social studies support is given to ELLs through Time for Kids, Fountas and Pinnel leveled readers, internet and newspaper articles, Document-based questions, picture dictionaries, visuals, realia, total physical response activities, as well as hands- on approaches to support content and academic vocabulary.

### NLA Support

Due to information found in the data, an NLA teacher supports students as a cluster teacher and also pushes into the classroom to work with children in small groups to work with computer laptops.

### Required Services Support and Resources

Required services and resources are suited to fit the students' academic needs according to feedback from the classroom teachers and assessment outcomes. Resources are chosen based on readability level and age appropriateness to increase motivation. Also, aligning the standards for their grade level is another important tool necessary for achievement.

### Activities for newly enrolled ELLs

In the spring, in preparation for the upcoming school year, parents of perspective enrollees are invited to attend an informational workshop. In September, we offer another workshop to welcome the newly enrolled students and their parents to join our school community. This begins with welcoming parents during this meeting, we present the programs offered in our school and citywide, contact information and procedures in place to help maintain a strong home-school relationship. Also, parents use this opportunity to ask questions and discuss topics amongst one another in a comfortable atmosphere. During the orientation, possible ways for them to participate throughout the year in decision making, and other activities that will support their child's learning (such as school trips, celebrations, classroom helper, etc.) are discussed.

## Part C: Professional Development

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

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

## Part C: Professional Development

Begin description here:

### Professional Development & Support for School Staff

Our entire school staff and parents, attend workshops to suit the needs of English Language Learners. This is to ensure that the instruction is tailored to suit the comprehensible input of their individual students' learning abilities. In order to support teachers with the tools they need to help students transition from one grade to the next, we have offered the following professional development workshops within our school (several are ongoing).

- Looking at and Analyzing Data - presented by Tzongjin Lee, ELL Director
- o QTEL Workshop - presented by Michele Silva, ESL Teacher
- Scaffolding Strategies to Enhance Your Daily Practice - Michele Silva, ESL Teacher
- Monthly ELL Meetings on a variety of topics
- o Exposes teachers to student expectations across the grades, in order to better prepare students for the future
- Curriculum Development
- o "Integrating Differentiated Instruction" by Carol Ann Tomlinson and Jay McTighe
- Language Allocation Policy Training (spring 2010)
- SESIS Training, Presented by the (IEP Teacher)
- 
- Analyzing Student Data to Drive Instruction
- o Strategies for Teacher's of ELLs
- Accountable Talk for ELLs
- PD on Language Allocation Policy
- Network Monthly ELL Support Meetings & Compliance Issues with Eliamarie Soto
- Common Core Standards ELA & Mathematics

### Spring 2011

- NYSESLAT Scoring Training K-8
- CTT Collaboration with Positive Conflict Management Association
- Estrellita Training

### Part C: Professional Development

- Literacy Strategies for ELLs and the Common Core Standards: The Research Based Approach
- Workshop Series: Scaffolding Strategies for ELLs with Eliamarie Soto

Fall 2011

As a method of ensuring performance in the classrooms, all after school teachers join together in receiving professional development. Professional development topics include scaffolding techniques, using data to differentiate, utilizing Bloom's Taxonomy for task analysis and multiple intelligences. Each of the workshops are planned and supported by the administration and are presented by school specialists which include a Bilingual Coordinator and ESL Teacher/Coach. Professional development workshops take place during teacher common preps and PDAs. Special Education & ELL workshops are offered afterschool on Mondays for 1.5 hours. Service providers' certifications include: Special Education, Common Branch, Math/ELA Content Area, and Bilingual. Topics that are being offered for the 2011-2012 school year include:

- Monthly ELL Meetings
- Smartboard Training for all teachers
- Scaffolding Strategies for ELL
- SESIS Reporting System given by the IEP Teacher
- Using Blooms Taxonomy to differentiate grouping

All professional development supports staff to assist ELLs as they transition from one school level to another. Training in the UBD Vertical Curriculum Planning provides teachers at all levels with a greater understanding of the "bigger picture" or concept behind their instruction. The different concepts will be continued throughout the students' learning; however within each grade span the essential question will change according to the NYS Standards, which are currently being replaced by the Common Core Standards. Also, inter-visitations within our school, as well as visits to other model schools, provide us with the necessary feedback to progress as learners. The data collected from these observations is analyzed and turn-keyed during our school's professional development sessions. Within our school environment, the goals and expectations are transparent throughout our building. This understanding promotes cohesion between all participants, in the school wide community.

### 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

### Part D: Parental Engagement Activities

Begin description here: In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and several orientation meetings. All meetings are advertised through a flyer that is sent home with the students as well as posted around the school building and on a parent bulletin board in the entrance of the school. The Parent Association and Parent Coordinator ensures that parents are aware of the various workshops that are being offered at the school.

Each grade provides an orientation meeting for parents at the beginning of the school year to share information about the curriculum and programs at the school. Kindergarten parents are invited to a 3-part series of orientations to make their children’s transition to Kindergarten easier. A parent orientation for students with special needs is held at the beginning of the year to explain the services at the school, how to read the IEP and how to work with the related service providers.

English Language Learner Parent Involvement Workshops entitled Parents Guide to Understanding our English Language Learners will be held in January, March and May. The series will include a program overview in January, followed by highlights, updates and home based activities in March and a culminating activity in May which includes next steps for the following year.

A series of content workshops will be coordinated by Ms. Morales (Parent Coordinator) which will include topics such as Math, Writing, Literacy and Vocabulary Development. These workshops will be facilitated by the Math, Literacy and Writing Specialist that are also part of the RTI Team.

### Part E: Budget

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

Allocation Amount: \$50756

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$37,730.16	Teacher per-session (focus on language development in English and the native language; high academic achievement in math and core academic areas based on student needs) for extended day.  39 days/78hours – 8 Teachers @ 50.06= \$31,237.44  39 days/78 hours – 1 Supervisor @ 52.39= \$4,086.42  39 days/78 hours – Secretary @ 30.86= \$2,406.08

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$50756

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>	\$3,892.58	Rosetta Stone Language Website Urban Education Website
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	\$9,133.00	To support classroom instruction before and after school. Guided reading books classroom libraries on all levels, independent reading books, math HTP that provides intervention strategies for ELLs, comprehension intervention strategies kits that focuses on vocabulary to increase comprehension. Also, translation machines for parent involvement.
Educational Software (Object Code 199)		
Travel		N/A
Other		
<b>TOTAL</b>	<b>\$50,756.00</b>	