



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 71 ROSE E. SCALA SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X071

PRINCIPAL: PHYLLIS CALZOLAIO

EMAIL: PCALZOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Phyllis Calzolaio	*Principal	
Deborah Briscoe	*UFT Chapter Leader	
Andrea Narciso	*PA/PTA President	
Catherine Felicione	DC 37 Representative	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Raquel Quesada	Member/Assistant Principal	
Cathy Caiola	Teacher-K-8	
Ralph Ausanio	Member/Parent	
Tara Capone	Member/Parent	
Grace Cerini	Member/Parent	
Harry Oehler	Member/Parent	

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

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 #1

By June 2012, limited English Proficient Student subgroup will demonstrate progress towards achieving state standards as measured by a 3% increase in making one year's progress on the New York State ELA Exam.

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.

Upon looking at the 2010-2011 State Differentiated Accountability report, it was determined that our ELL student group did not meet the Annual Yearly Progress and as a result, we have made progress for our ELL sub-group a priority goal for the 2011-2012 school year.

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.

Activity #1

Instructional Design: Teacher programs will reflect a dedicated 90-minute literacy block in grades K-8 and common planning time set aside for each grade to delve into inquiry work. Inquiry teams will examine student work to identify student weaknesses in the area of literacy. Findings from inquiry work will aid in developing differentiated lesson plans and improving teaching practice to increase student progress. Imagine Learning Software will help support ELL students and will be used as a supplemental program during the literacy block. Teachers will be trained to use this software in November.

Target Population: Teachers servicing ELLs, and students in grades K-8 in the ELL sub-group.

Steps for including teachers in the decision-making process: Teachers will meet in grade-level teams to review student work and to determine the effectiveness of strategies and activities.

Responsible Staff Members: Assistant Principals, Literacy Coach, ESL Teacher

Implementation Timeline: September 2011-June 2012

Activity #2

Instructional Support: A Saturday Academy will be offered to eligible ELL students to develop oral language abilities, emergent literacy skills, and vocabulary acquisition. The program will run for 15 weeks for 2 hours each Saturday. For those students who cannot attend Saturday Academy, the school will provide push-in support via AIS providers, learning leaders, and peer tutors. All in-house providers will be trained to work with ELLs and will use Spin! and Cornerstone for instructional materials.

Target Population: Teachers servicing ELLs, Learning Leaders, Peer Tutors, and students in the ELL sub-group.

Steps for including teachers in the decision-making process: Teachers and AIS providers will use 2 periodic benchmarks to measure the effectiveness of the

activity/strategy. These assessments will be given in December 2011 and February 2012.

Responsible Staff Members: Assistant Principals, Staff Developers (internal and external), ESL teachers, Literacy AIS Provider

Implementation Timeline: September 2011-June 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.
- Parent Coordinator will host monthly workshops for parents pertaining to ELA exam preparation, reading, and writing.
- The school will use various modes of communication (letters in parents' dominant languages, email, and phone calls) to increase parent participation.
- Parent workshop on using ARIS will be offered throughout the school year.
- The ESL teacher and Parent Coordinator will attend Parent-Teacher Association meetings to field questions and provide resources for parents.

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.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA and ESL teachers.
- Mentors are assigned to support struggling and un-qualified teachers.
- On-going professional development opportunities will be offered to ELA and ESL teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Title III LEP funds will be used to provide Saturday Academy to ELLs.
- All ELLs will be entitled to the Universal Breakfast program every morning before start of school.

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.

Fair Student Funding (Tax Levy), Title III Funds, NYSTL Software Funds, and human resources will be used to implement this action plan to target at risk ELLs from September 2011-June 2012 as indicated below:

- Supervisor per session (2 hours per week for 15 weeks)
- Teacher per session (2 hours per week for 15 weeks)
- Imagine Learning Software (100 licenses-1 for each ELL student)
- Consumable instructional materials (Spin! and Cornerstone) for use during Saturday Academy and during push-in services

ANNUAL GOAL #2 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 #2

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

By June 2012, students with disabilities sub-group will demonstrate progress towards achieving state standards as measured by a 3% increase in making one year's progress on the New York State ELA Exam.

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.

Upon looking at the 2010-2011 State Differentiated Accountability report, it was determined that our SWD sub-group did not meet the Annual Yearly Progress and as a result, we have made progress for our SWD sub-group a priority goal for the 2011-2012 school year.

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.

Activity #1

Instructional Design: Teacher programs will reflect a dedicated 90-minute Literacy block in grades 4-8 and common planning time set aside for each grade to delve into inquiry work. Inquiry teams will examine student work to identify student weaknesses in ELA. Findings from inquiry work will aid in developing differentiated lesson plans and improving teaching practice to increase student progress. Parallel scheduling will also allow for mainstreaming into ELA for those students who can benefit from a general education setting. A self-funded self-contained class in the middle school grades will also keep the grades pure. Imagine Learning Software will help support SWD and will be used as a supplemental program during the literacy block. Special Education teachers will be trained to use this software in November.

Target Population: Teachers servicing SWD, and SWD in grades 4-8.

Steps for including teachers in the decision-making process: Teachers will meet in grade-level teams to review student work and to determine the effectiveness of strategies and activities.

Responsible Staff Members: Assistant Principal for Special Education, Literacy Coach, Trainers from Imagine Learning

Implementation Timeline: September 2011-June 2012

Activity #2

Professional Development: Professional Development will be provided on the following topics: Imagine Learning Software, Differentiated Instruction, Depth of Knowledge, Common Core Learning Standards, Integrated Co-Teaching Model, SESIS, Multi-sensory Learning Styles, Response to Intervention

Target Population: Teachers servicing SWD, General Education teachers (those working in an ICT model), and SWD in grades 4-8.

Responsible Staff Members: Assistant Principal for Special Education, Literacy Coach, Support from Regional Special Education Technical Assistant Service

Center, Partnership with Goldman Soar and Rutherford
Implementation Timeline: September 2011-May 2012

Activity #3

AIS Support: AIS providers will provide Academic Intervention Services to targeted SWD. There will be AIS providers scheduled to work with each grade from K-8 following a push-in model. Saturday Academy in ELA will be offered to SWD (15 weeks) beginning December and ending in March. This program will include test preparation, small group instruction, targeted focus on reading, writing, and critical thinking skills.

Target Population: SWD in grades 4-8

Responsible Staff Members: Assistant Principal for Special Education, AIS providers, Literacy Coach

Implementation Timeline: September 2011-May 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.
- Parent Coordinator will host monthly workshops for parents pertaining to New York State ELA and Mathematics exams. Workshops on differentiation, multi-sensory learning styles, and working with SWD will also be offered to parents throughout the school year.
- The school will use various modes of communication (letters in parents' dominant languages, email, and phone calls) to increase parent participation.
- Parent workshop on using ARIS will be offered throughout the school year.
- Regular use of progress reports will encourage open communication between parent and teacher regarding student academic growth.
- Teachers and Parent Coordinator will attend Parent-Teacher Association meetings to field questions and provide resources for parents.

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.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Special Education teachers.
- Mentors are assigned to support struggling and non-HQT.
- On-going professional development opportunities will be offered to Special Education teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All SWD will be entitled to the Universal Breakfast program every morning before start of school.

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.

Fair Student Funding (Tax Levy), NYSTL Software Funds, and human resources will be used to implement this action plan to target at risk SWD from September 2011-June 2012 as indicated below:

- Supervisor per session (2 hours per week for 15 weeks)
- Teacher per session (2 hours per week for 15 weeks)
- Imagine Learning Software

- Consumable instructional materials for use during Saturday Academy and during push-in services (Kaplan Test Prep, Wilson Foundations, Wilson Foundations, Finish Line Mathematics)

ANNUAL GOAL #3 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 #3

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

By June 2012, general education students in grades 4-8 making at least one year's progress in ELA will increase by 3% as measured on the New York State ELA Exam.

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.

Upon looking at the 2010-2011 School Progress Report, it was determined that students in grades 4-8 did not make as much progress as compared to the last two years in ELA. The points earned for student progress in 2011 was 23/60 compared to 25.7/60 in 2010, and 36.2/60 in 2009. We will focus on improving student progress in ELA for the 2011-2012 school year.

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.

Activity #1

Instructional Design: Teacher programs will reflect a dedicated 90-minute Literacy block in grades 3-8 and common planning time set aside for each grade to delve into inquiry work. Inquiry teams will examine student work to identify student weaknesses in the area of ELA. Findings from inquiry work will aid in developing differentiated lesson plans and improving teaching practice to increase student progress. Grades 4-6 will be departmentalized where two teachers work with two classes (one teacher is responsible for teaching ELA and Social Studies, the other is responsible for teaching Mathematics and Science). For grades 7 and 8, Communication Arts classes will be homogeneously grouped based on student test scores from 2010-2011. These classes will also be single gender and kept small in order to provide the additional support to middle school students, whose scores significantly drop after grade 6. Teachers will have common planning time built into their schedules to meet as a department for lesson planning, pacing, curriculum development, and for unpacking the Common Core Learning Standards and Literacy tasks. A school-wide initiative and focus will be on reading more non-fiction texts. Each grade will be required to read a minimum number of non-fiction texts as a class. Monthly writing genres will be school-wide and will serve as an entry point for inquiry work. To encourage vocabulary development and exposure, there will be a word of the week.

Target Population: Teachers and general education students in grades 3-8

Steps for including teachers in the decision-making process: Teachers will meet in grade-level teams to review student work and to determine the effectiveness of strategies and activities.

Responsible Staff Members: Assistant Principals, Literacy Coach, Grade Leaders

Implementation Timeline: September 2011-June 2012

Activity #2

Item Analysis: In order to target specific areas of concern, data teams will be created for item analysis. Working closely with the Literacy Coach, teachers will create their own assessments on each grade and analyze test results to determine which skill needs re-teaching, to identify gaps in the curriculum, or to identify students who may need AIS support. Acuity assessments and Developmental Reading Assessments will also be used to provide interim benchmarks to measure student growth.

Target Population: Teachers and general education students in grades 3-8

Steps for including teachers in the decision-making process: Teachers will meet in grade-level teams with coaches to review student data gathered from assessments and Acuity to determine the effectiveness of strategies and activities. Periodic assessment dates are November 2011, January 2012, and March 2012.

Responsible Staff Members: Assistant Principals, Literacy Coach

Implementation Timeline: September 2011-March 2012

Activity #3

AIS & Enrichment Support: AIS providers, Learning Leaders, and Peer Tutors will provide Academic Intervention Services and Enrichment Services to targeted 'slippables' and 'pushables'. There will be AIS providers scheduled to work with each grade from K-8. ELA Saturday Academy will be offered for AIS and Enrichment to support at-risk students as well as those who need to be challenged to move onto the next level. This program will include test preparation, small group instruction, and targeted focus on reading, writing, listening, speaking, and critical thinking skills. PS71 will also participate in Visual Thinking Strategies, which promotes learning to think through art; ultimately fostering critical thinking and metacognitive skills in students. Once learned and applied in a low-risk subject area such as art, these skills can then be transferred into the core content areas.

Target Population: Teachers and general education students in grades 3-8

Responsible Staff Members: Assistant Principals, Literacy Coach, AIS Providers, Learning Leaders, Peer Tutors, Art Teachers

Implementation Timeline: September 2011-April 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.
- Parent Coordinator will host monthly workshops for parents on the New York State ELA exam, CCLS, Literacy Task, and Test Preparation.
- The school will use various modes of communication (letters in parents' dominant languages, email, and phone calls) to increase parent participation.
- Parent workshop on using ARIS will be offered throughout the school year.
- Regular use of progress reports will encourage open communication between parent and teacher regarding student academic growth.
- Teachers and Parent Coordinator will attend Parent-Teacher Association meetings to field questions and provide resources for parents.

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.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- Mentors are assigned to support struggling and un-qualified teachers.
- On-going professional development opportunities will be offered to teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All students will be entitled to the Universal Breakfast program every morning before start of school.
- OTPS funds will be used to purchase books and resources for our Anti-Bullying campaign.

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.

Fair Student Funding (Tax Levy) and human resources will be used to implement this action plan to target general education students in grades 3-8 from September 2011-June 2012 as indicated below:

- Supervisor per session (2 hours per week for 15 weeks)
- Teacher per session (2 hours per week for 15 weeks)
- Instructional materials for use during Saturday Academy and during push-in services (Kaplan Test Prep, Wilson Foundations, Wilson Foundations, Junior Great Books, non-fiction class sets, classroom libraries)

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.

By June 2012, parent participation in all school activities and parent response rate on the NYC School Survey will increase by 10%.

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.

Upon looking at the NYC School Survey Report from 2010-2011, our parent survey response rate has dropped from 29% to 21%. For the past three years, the School Survey response rates for PS71 have been far below the city average.

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.

Activity #1

Parent Workshops & Events: The school will host monthly parent workshops. Workshop topics will include: Common Core Learning Standards, NYC Initiatives, Academic Rigor, Testing, Supporting SWD and ELLs, Differentiated Instruction. Parent Events will include: Grade assembly shows, Student of the Month, Honor Roll, Cultural Celebrations, Dance Shows, Sports Games, Band and Chorus Concerts, Math Game Night, and Coffee Klatches.

Target Population: Parents of students in grades K-8

Responsible Staff Members: Administration, Parent Coordinator, PTA Executive Board

Implementation Timeline: September 2011-June 2012

Activity #2

Parent Committees: The school will have various committees where parents are involved with school-making decisions. Committees include the School Leadership Team, Comprehensive Educational Plan, Parent-Teacher Association, and Learning Leaders.

Target Population: Parents of students in grades K-8

Responsible Staff Members: Administrations, Parent Coordinator, PTA Executive Board

Implementation Timeline: September 2011-June 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.
- The school will use various modes of communication (letters in parents' dominant languages, email, and phone calls) to increase parent participation.

- The Parent Coordinator, along with Pupil Personnel Secretary will update email database.
- Access to laptops in school to help fill out parent survey will be available throughout the school year.
- Regular use of progress reports will encourage open communication between parent and teacher regarding student academic growth.
- Teachers and Parent Coordinator will attend Parent-Teacher Association meetings to field questions and provide resources for parents.

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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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.

Fair Student Funding (Tax Levy) and human resources will be used to implement this action plan from September 2011-June 2012 as indicated below:

- Parent Coordinator Position
- Parent Coordinator OTPS Funds to purchase parent outreach materials
- Resources and materials for parent workshops, meetings, and events

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	15	N/A	N/A	0	0	1	0
1	46	25	N/A	N/A	2	0	0	0
2	39	28	N/A	N/A	5	2	1	1
3	75	31	N/A	N/A	3	0	0	0
4	106	69	28	N/A	2	0	0	0
5	92	55	N/A	N/A	1	0	1	0
6	83	44	N/A	N/A	0	0	0	0
7	57	31	N/A	N/A	2	2	1	0
8	82	39	16	N/A	2	2	1	2
9								
10								
11								
12								

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
ELA	<p>Students, who score below the designated performance level, receive AIS 3x per week during school hours. The groups range between 5 to 7 children. Multiple materials are used to assist in accommodating various types of learners: Sight word recognition using flashcards, Scott-Foresman phonics approach, Wilson Foundations, Wilson Foundations, Guided Reading using leveled books with a follow-up writing assignment (response to literature).</p> <p><i>Method for delivery:</i> Small group instruction, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, and At-Risk Resource Room</p>
Mathematics	<p>Students will learn to explore with manipulatives to help them understand and model learned mathematics concepts using Scott-Foresman. For example: make and analyze graphs, subtraction strategies using facts up to 20, explore attributes of solids and shapes, estimation and comparison of numbers to 1,000. Also measuring, telling time, and developing an understanding of fractions and their purpose.</p> <p><i>Method for delivery:</i> Small group instruction by AIS providers, one-to-one tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room</p>
Science	<p>Small Group Instruction, Differentiated Instruction, Hands-on-Lab Activities, Saturday Academy, Guided Demonstrations, Cross-curricular activities through the use of technology.</p> <p><i>Method for delivery:</i> Small group instruction by AIS providers, 1 to 1 tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room</p>
Social Studies	<p>Small Group Instruction, Differentiated Instruction</p> <p><i>Method for delivery:</i> Small group instruction by AIS providers, 1 to 1 tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room</p>
At-risk Services provided by the Guidance Counselor	<p>Peer Mediation, Bereavement Counseling, Anti-Bullying Workshops, Stress Management, Values Clarification, Referral to Outside Providers, Socialization Skills</p> <p><i>Method for delivery:</i> Small group, one-to-one</p>
At-risk Services provided by the School Psychologist	<p>Crisis Intervention Specialist, Behavior Modification, Informal Classroom Observations</p> <p><i>Method for delivery:</i> Small group, one-to-one</p>

At-risk Services provided by the Social Worker	Peer Mediation, Guidance, Self-Esteem Issues, Behavior Modification, Socialization Skills, Conflict Resolution, Development of Effective Coping Skills <i>Method for delivery:</i> Small group, one-to-one
At-risk Health-related Services	OT, Speech, Resource, Guidance, Physical Therapy, Student workshops on health related issues by school nurse, vision, and hearing screenings <i>Method for delivery:</i> Small group, one-to-one

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X071

School Name: Rose E. Scale

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 Comprehensive

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

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.

The specific academic issues focus on Students with Disabilities and Limited English Proficiency.

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.

In addressing our students with disabilities, our focus is on ELA and delivery of instruction. Included in our 90 minute literacy block through teachers assessments the implementation of student abilities will be infused and allow assessments to drive instruction. Student assessments will determine their functional level and abilities which will allow instruction to be differentiated. It will also allow teachers to group students accordingly in an effort to deliver instruction with fidelity. The focus will imbed the curricular materials, educational software and technologies to be used during instruction. In order to address the needs of students with disabilities, we are ensuring that the goals of the IEP are being infused in instruction. We are making certain that teachers are aligning the goals of the IEP with the curriculum of instruction. Teachers are writing the IEP as it pertains specifically to the student's ability. Also, have teachers to understand the various dynamics the present level of performance and related support that comprise productive student outcomes.

In addressing the needs of students that are in the LEP sub group, the school has developed new programs for immigrant students from the Caribbean to include a 90 minute literacy block, inquiry team to review data to move students and plan differentiated lessons and monitor student progress. The school has also developed programs for newcomers to include an assessment to determine the skill level of the student so they can be placed appropriately. The school is enhancing Transitional Bilingual Education and Dual Language programs to support students that are English language learners. Improving teaching and learning in core subject areas for immigrants to include a program to enhance LEP, Imagine Learning Software is used as a supplemental support within the 90 minute literacy block which provides strong student supports to increase graduation rates for immigrants. Last, parents are a congruent component of the decisions and programs implemented throughout the school. Parent workshops are held to support their knowledge of the various learning undertakings.

Part B: For Title I SINI Schools Only

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.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

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.

**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 Christopher Groll Roxan Marks	District 08	Borough Bronx	School Number 071
School Name Rose E. Scala			

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

Principal Phyllis Calzolaio	Assistant Principal Fausto Cordero
Coach LeeAnne Russian	Coach Andrea Mendoza
ESL Teacher Maria Savvides	Guidance Counselor Lynn Leinwohl
Teacher/Subject Area type here	Parent Andrea Narciso
Teacher/Subject Area type here	Parent Coordinator Anna Ortiz
Related Service Provider Debbie Briscoe, AIS	Other type here
Network Leader Roxan Marks	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1636	Total Number of ELLs	99	ELLs as share of total student population (%)	6.05%
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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. 

Paste response to questions 1-6 here

1. When a child is registered, the Pupil Accounting Secretary gives a registration packet, which includes the Home Language Identification Survey, to the parent/guardian to complete. The parent/guardian is assisted by the ESL teacher, Assistant Principal or a pedagogue who speaks the native language of the parent/guardian when completing the HLIS. Pedagogues such as the ESL teacher and Assistant Principals interview the parent/guardian. Our parent coordinator or any other staff member who can translate also participates in the interview when needed. Our staff includes pedagogues who Spanish, Chinese, Arabic, Greek, Italian, French, Korean, Tagalog, and Portuguese. The purpose of the interview is to assure that the parent completes the HLIS accurately. Also, we ask questions concerning the child's previous schooling. This helps us get a good idea of the student's educational background. Parents who speak low incident languages are assisted through the Translation Unit. Once the HLIS is completed, the ESL teacher reviews the survey and determines whether or not the child needs to be tested with the LAB-R. If the child's home language is other than English, the child is given the LAB-R by the ESL teacher who is certified in Teaching English to Speakers of Other Languages. The child is also interviewed so that the ESL teacher can determine if the survey was completed accurately. If the child is eligible, the parent is given the different options she/he has for the child. Once the LAB-R is scored, Spanish-speaking ELL's are given the Spanish LAB if they are eligible for ESL services.

In the spring, the NYSESLAT is administered. Once the dates for administration are announced, the ESL teacher plans a schedule for testing. This schedule is discussed with the Testing Coordinator who ensures room availability. A memo is sent to the classroom teachers and to the parents (in their preferred language) that includes the dates, times, and rooms. The ESL teacher uses the RLAT report to determine NYSESLAT eligibility. She also keeps a list of students who have LAB-R hand-scores that have not yet appeared on ATS. These students are also eligible to take the NYSESLAT. The ESL teacher first administers the Speaking one-to-one. After completing the Speaking, the students are administered the Listening, Reading, and Writing components in groups. In the fall, the NYSESLAT scores are available. The ESL teacher attains the Exam History Report and the RNMR Report which show the individual skills scores. Therefore, the teacher is able to view which skill/skills each individual ELL needs additional help in. The reports show the students' strengths and weaknesses. The most recent scores are compared to the previous scores; thus, it is possible to view what gains, if any, were made and in which skill. Also, it is possible to see what needs must be addressed.

2. Once the potential ELL's are tested within 10 days of registration with the LAB-R and Spanish LAB, if applicable, parents are asked to attend an orientation. Our school ensures that parents understand all three program choices at the fall parent orientation. At this meeting, the parents of newly-arrived ELL's are informed of the 3 available programs in NYC and are assisted in the program selection after they view the video. We also provide the guides in the parents' preferred language. Our parent coordinator, Assistant Principal, and Principal are present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent is not present at the orientation, we meet with him/her for an individual conference. One-to-one meetings are also conducted throughout the year for newly arrived ELL's. The parent orientation video which describes the three instructional ELL programs are available on the internet in different languages. Parents view the videos in their preferred language on individual laptops in our

Technology Room at the orientation. Parents are explained that should 15 parents or more whose children speak the same language opt for a Transitional Bilingual Program, the school will offer such program. Thus far, our parents choose the Freestanding ESL Program as their Number 1 choice. Should they choose a TBE/DL program that eventually becomes available, our Assistant Principal along with any pedagogue who speaks the parent's preferred language will call the parent.

3. Our school ensures that entitlement letters along with fliers that announce the date, time, and location of the parent orientation are given to the parents. Our classroom teachers are helpful in informing the parents of the orientation. Also our Parent Coordinator and Assistant Principal follow up with phone calls. At the orientation, the Parent Survey and Program Selection Forms are distributed in the preferred language. The ESL Teacher answers any questions. If a parent does not come to the orientation, we send the letters homes with the student and request a one-to-one meeting. The parent coordinator or any other staff member who speaks the preferred language makes a follow-up call. The ESL teacher meets with parents to assist them with completing the survey. A translator is always included if it is deemed necessary. We keep a list of parents who complete the survey on our Master List of Eligibility. The Program Selection Form is placed in the student's cumulative records. A copy is kept for the school.

4. At the time of registration, an interview is conducted. If the parent wishes for his/her child to be placed in a bilingual program, we consult with the list of parents who expressed that they wished their children to be placed in a bilingual program. If not enough parents wish their children to be placed in a bilingual program, every effort is made to find the closest program to the student's home. Our parent coordinator, assistant principal, guidance counselor, and ESL teacher work together to find a bilingual program. A list of schools with a TBE Program is given to the parent. A staff member phones the most conveniently located school and inquires about the available program. Parents visit the school/s and then decide. If the parent does not wish to place his/her child in a bilingual program, the student is placed in a Freestanding ESL Program. The following procedures are used to notify parents of identified ELL's the program placement. First-Time Entitlement Letters are sent out, copies of which are kept in the ESL teacher's office, in English and in the parents' preferred language. Placement Letters follow, copies of which are kept in the ESL teacher's office. We encourage the parent to keep the child in the selected program for more than one year since research has shown that students are most successful if they stay with one program. At P.S. 71, we make every effort to place the student in a classroom of a teacher who speaks the student's native language. If this is not possible, then we place the student in a class where there is at least one child who speaks his/her language. The ELL student is buddied up with a student who is fluent in English and who speaks the ELL's native language. Thus, the student has an additional channel through which he/she may express him/herself. For students who took the NYSESLAT exam, Continued Entitlement Letters are distributed in English and in the preferred language. Again copies of these letters are kept on Wfile.

5. After reviewing the Parent Survey and Program Selection Forms returned for the past three years, we conclude that 100% of our parents whose children are ELL's indicate the ESL Program as their first choice, the TBE Program as their second choice, and the Dual Language Program as their third choice. We also consult parents whose children have transferred to our school from other public schools. Parents express that they wish their children to be in a Freestanding ESL program. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children served in a small-group setting so that each individual's needs are addressed. This year, parents of all 18 newly-arrived ELL students at P.S. 71 chose the Freestanding ESL program.

6. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children serviced in a small-group setting so that each individual's needs are addressed. Also, the students feel comfortable in a group where there are other students who share the same experiences at school and who speak another language at home. The parents like the comraderie and friendships that develop. They also like that their children work on a pace that is more appropriate for them. They are informed of their children's progress. They are also advised on how they can assist them through parent workshops. When they are given the survey, they are given an explanation of what the school has to offer. There is also a description of the differences between Freestanding ESL, Transitional Bilingual Education, and Dual Language. As students are assessed, parents are informed.

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*
Page 27 6* 8* 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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 #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	13
SIFE	2	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	9

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. [?](#)

	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										0
Dual Language										0
ESL	53	2		37		7	9		4	99
Total	53	2	0	37	0	7	9	0	4	99

Number of ELLs in a TBE program who are in alternate placement:

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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	3	5	10	11	9	8	4	1	3					54
Chinese	1	6	5		2		2							16
Russian														0
Bengali				1										1
Urdu							1							1
Arabic		2	1	2	1	1	2	1						10
Haitian														0
French		1			1	1								3
Korean														0
Punjabi														0
Polish		1												1
Albanian		1	1	2	3	1	2							10
Other			1		1		1							3
TOTAL	4	16	18	16	17	11	12	2	3	0	0	0	0	99

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 content areas and accelerate English language development?

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. Our ELL's are grouped based on their grade level and proficiency level. Instruction is delivered to ELL's by bringing them together from various classes for English. They are homogeneous groups. We teach for everyday application. We use the Rigby Balanced Literacy Program. The computer is used with the Starfall program. We also use the Spin!: Grammar, Vocabulary, and Writing series. Newcomers are placed in a small group where individual attention is given, and they are also taught in a larger group of Beginner and Intermediate ELL's so that they have the opportunity to interact with their peers who are more advanced. They are in a pull-out program which targets their individual needs. This model services students K-8 with Grades 6-8 combined into one group.
2. Beginner and Intermediate students are serviced 360 minutes a week and Advanced students are seen 180 minutes a week. We analyze data to see the students' strengths and weaknesses. We teach strategies to help them strengthen their skills. Through scheduling, we ensure that each student's mandates are met. Our elementary school hours are 8:15 to 3:05; and our 6th, 7th, and 8th grade hours are 9:00 to 3:50. Therefore, there is flexibility in scheduling our program. Our Beginner and Intermediate students receive 360 ESL instructional minutes per week. Our Advanced students receive 180 ESL instructional minutes per week and 180 ELA instructional minutes per week. We have flexible grouping, and we combine contiguous grades. Our AIS teachers assist the ESL teacher with the elementary grades. One of our staff members will shortly be certified in ESL; therefore, she will be assisting as well. Our program is composed of a language arts instructional component. It immerses the students in genres and instruction on different skills and strategies that will help them succeed in the State Exams. Many of these practices are carried over into classrooms where teachers continue to help students develop these skills. There is also a second language acquisition component where the students work on improving their listening, speaking, reading, and writing skills.
3. The language used when teaching the content areas is English; however, as stated earlier, if the classroom teacher speaks the same language as the newly-arrived ELL, then the native language is used to facilitate learning one-on-one. The instructional approach for teaching is hands-on. For example, visuals like maps and globes are used to show a map key, to teach the capitals, and the land formations of the different regions. In science, for example, we use visuals to show the difference between living and non-living. Students analyze parts of plants and label them. In other words, we strongly believe in a hands-on approach to learning for our ELL's. We immerse the students in a print-rich environment. Picture cards, photographs, and SMARTboards are used as visual teaching tools. We also use graphic organizers and model well-written pieces using chart paper. The ESL teacher collaborates with classroom teachers and piggybacks off their instruction so there is continuity from the classroom to the program thus supporting the ELL's in the content areas. The ESL teacher follows the curriculum maps that are aligned to each grade and the Targeted Skills of the Week from our literacy program. Students are supported in developing their listening, speaking, reading, and writing skills. Big books and leveled books are used. Children are assessed on an ongoing basis with running records. Based on the assessments, our students are grouped and provided with appropriate materials to enhance instruction. At P.S. 71, we use the Scott-Foresman Reading and Math Programs which include strategies for the classroom teachers to use with ELL students. This year we will also use the Imagine Learning software program to support the

A. Programming and Scheduling Information

reading and writing skills of our ELL's.

4. Students whose native language is Spanish are given the Spanish LAB along with the LAB-R when they are first admitted. This exam gives the ESL teacher and classroom teacher an idea of the skills the student has acquired in Spanish. In addition, other ELL's who speak other languages are interviewed by pedagogues who are fluent and literate in their languages. This interview gives us additional insight into the skills the student has acquired in his/her native language. When an ELL has been referred and is to be evaluated by our SBST team, a bilingual psychologist is used to test the student in his/her native language in addition to the English-speaking psychologist. At P.S. 71, we take every precaution to assure that ELL's are not referred solely on the basis of their limited English. The opinion of the bilingual psychologist, outcome from the evaluations, and the recommendations are adhered to with the consent of the parent/guardian.

5. a. Presently, we group our SIFE students based on their proficiency level with other students. We offer assistance in the content areas. We do this in order to prevent the students from falling behind. We also offer a Saturday Program where students work on their language skills in a small group setting. Additional interventions such as AIS; Peer Tutoring; pairing the student with a Learning Leader who speaks his/her language are also implemented.

b. Newcomers are placed in groups based on their proficiency level. We use hands-on activities like visuals and basic books like Longman's Cornerstone. We also use the Starfall program, and we will begin to use Imagine Learning. We model writing with graphic organizers. Phonics books are supplemented with the Rigby Program which is a balanced literacy program for ELL's. The latter helps them expand their vocabulary. In addition, we have ordered our Math and Reading program textbooks in the students' native language where available. In this way, the student can progress in the content area while learning English. Chapter books in the student's native language are also used. Reading for Comprehension, Reading Comprehension: Developing Fiction and Nonfiction Skills, and Preparing for the NYSESLAT and Beyond offer newcomers the strategies and practise that they will need for the ELA. To speed up progress, we offer a Saturday program where newcomers work on their language skills in a small-group setting.

c. The ESL teacher is the resource and support for classroom instruction in an attempt to help students meet the state standards for their specific grade level in all subject areas. Classroom teachers regularly conference with the ESL teacher to discuss the progress of the ELL's in the classroom. Ideas are exchanged so that the needs of the ELL's are better met. Students who have completed 3 years of ESL service and have not scored proficient are given an extension so that we can meet their needs. These students need to refine their writing skills; therefore, emphasis is placed on the writing process. Brainstorming; organizing; editing; and publishing are skills that these students must master in order to be successful writers. Grammar and spelling rules are also emphasized. The Write Source, Spin, and Betty Azar's Grammar books are used. We also use Reading Comprehension: Developing Fiction and Nonfiction Skills which is a wonderful resource for improving reading comprehension and preparing students for the State ELA Exams.

d. As far as long-term ELL's are concerned, collaboration with the classroom teachers on addressing the weaknesses in the specific areas is imperative. The classroom teacher implements interventions which the ESL teacher uses as well to address the student's weaknesses. Progress is tracked. These interventions may also include AIS, tutors, mentors, and learning leaders. If benchmarks are not met, then the teachers and the guidance counselor along with the Principal and Assistant Principals meet to discuss possible options. The parent/guardian is always consulted and included in the meetings. Referrals may also be an option in which case the Bilingual Psychologist's evaluation will help our decision.

6. Teachers of ELL-SWD's use concrete teaching tools such as visuals and hands-on activities in order to facilitate comprehension of newly-introduced concepts. Phonemic awareness and phonics are taught and reinforced through hands-on materials and computer programs. Textbooks and chapter books accompanied by audio cassettes are used in listening centers.

7. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS teacher will have a guided lesson formulated by the classroom teacher. This lesson will be a reinforcement of a previous lesson given by the homeroom teacher. The ELL-SWD's will have a supported opportunity to practise skills using manipulatives and visual prompts to help them build on language skills. When our ELL-SWD's meet with the ESL teacher, they are grouped with their general ed. peers. This opportunity provides a chance for them to be in a least restrictive environment where they feel comfortable and are productive.

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				
Social Studies:				
Math:				
Science:				

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

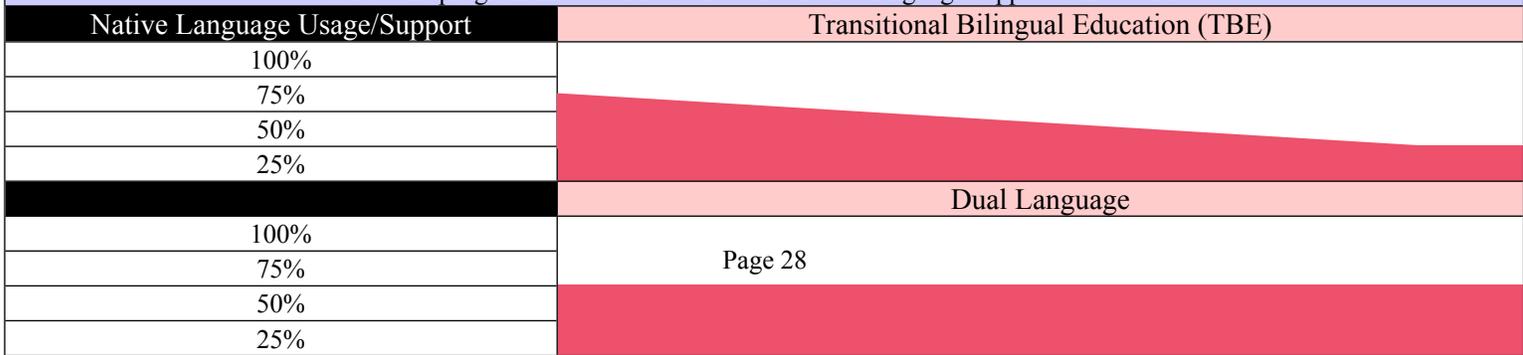
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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9. AIS, Learning Leaders, Peer Tutoring, and the ESL program are transitional supports for these students. The former programs are offered before classes begin in the morning. They are also included in ESL advanced groups which work on reading and writing strategies. Help is offered in content areas such as social studies and ELA.

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12. ELL's are offered the same support and resources as other students. They have equal access to After-school Programs, AIS, Peer Tutoring, Learning Leaders, and the Saturday Academy. These are examples of resources available to our students.

13. Laptop's, smartboards, overhead projectors, audio-visuals, and a music program are used to support ELL's. For beginners, we use Starfall, Rigby, Phonics books, Write from the Start, Sunshine reading books, and Longman's Cornerstone. For intermediates, we use Betty Azar's Grammar, Rigby, Spin!, and Into English. For advanced, we use Reading Comprehension: Developing Fiction and Nonfiction Skills, On Location: Reading and Writing for Success in the Content Areas, and Betty Azar's Fundamentals English Grammar. We will also be using Imagine Learning.

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15. Our resources are age-appropriate. When we choose our materials, we bear in mind the level, age, grade, and interests of our students.

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15. Our resources are age-appropriate. When we choose our materials, we bear in mind the level, age, grade, and interests of our students. These materials correspond to what is taught in the classroom. Therefore, class instruction is reinforced in the ESL program.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. At P.S. 71, there are monthly P.T.A. meetings that are announced through fliers, e-mails, and P.T.A. Newsletters. Our parent coordinator is bilingual and is always available in translating. Workshops for our parents are held so that they can better understand the NYC Public School System; the upcoming state exams; and the strategies parents can use to help their children succeed. Our Literacy and Math Coaches and AIS teachers hold workshops for parents to help them assist their children at home. Coffee klatches offer another venue for our parents to get involved with our school.
2. We refer the parents of ELL's to English services that are community-based. These classes are offered in the area; thus, they are convenient. They are located in local libraries and Bronx House.
3. We survey the needs of the parents and plan accordingly. Evaluation sheets are also used to ascertain information regarding the individual questions of our parents.
4. Our parental involvement activities address the needs of the parents by offering them workshops so that they can better help their children at home with effective strategies to help them improve in school. Our parent coordinator and guidance counselors hold parent workshops where parents familiarize themselves with the NYC Public School System; therefore, they do not feel overwhelmed by the decisions concerning their children.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Workshops and outside meetings are attended by the ESL teacher who then turnkeys to all personnel that work with ELL's. She meets with the Pupil Accounting Secretary and discusses any concerns about registration. The ESL teacher is called to speak with the parents of a prospective ELL. The parent coordinator also meets with the parents and explains the various programs the students are entitled to. The Assistant Principals meet with the ESL teacher to discuss the needs of the ELL's. Workshops held on Professional Development Day and Chancellor's Day help both common branch and special education teachers discuss and plan for our ELL's needs. The ESL teacher disseminates articles and lists of resource books that are recommended for teachers of ELL's to the Literacy Coaches.

2. We hold informal meetings where the ESL teacher collaborates with the classroom teachers about the progress and needs of the students. The ESL teacher discusses with the middle school teachers the needs and concerns of the ELL's. She also gives them suggestions on what strategies have been proven to be effective. She informs them of the students' strengths and weaknesses. Because she has known the ELL's for a while, the ESL teacher can identify all the needs of the students. We hold joint meetings with the parents of the ELL's to discuss their needs and concerns. We also hold meetings with the parents of the ELL's to discuss their needs and concerns. We also hold meetings with the parents of the ELL's to discuss their needs and concerns.

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We hold workshops at parent meetings, grade rep. meetings, and professional development meetings which are attended by staff servicing ELL's including our guidance counselors. Our counselors work closely with our ESL Teacher who turnkeys after she has gone to professional development meetings.

3. Professional development will be given to keep the teachers updated on the mandates and regulations of the ESL program. They will also be given ESL strategies for teaching content area subjects. They will be familiarized with the LAB-R and the NYSESLAT, so that they are aware of the format of the exams and the standards they address. Teachers will be introduced to the registration process and the importance of the Home Language Identification Survey. Attendance sheets and agendas will be kept on file.

E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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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
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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.

Paste response to questions 1-6 here

1. The assessments tools our school uses to assess the early literacy skills of ELL's are ECLAS, EPAL, DRA, and Acuity. By looking at the data from these assessments, we can determine the strengths and weaknesses of our ELLs. This information helps the classroom

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	1	2	4	1	1	4	1						
	I	1	7	1	1									
	A	2	4	10	5	8	3	7	1					
	P		3	3	9	8	4	4	1	3				
READING / WRITING	B	4	10	7	4	2	5	1						
	I		4	3	7	8	3	2		1				
	A		2	8	5	7	3	8	2	2				
	P							1						

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	4	1		16
5	3	2			5
6	4	6	1		11
7		1			1
8	2	1			3
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									0
4	3		10		3				16
5			5	2	2				9
6			6	1	3	1		1	12
7			1		1				2
8			2		1				3
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	1		3		4				8
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				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

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Part VI: LAP Assurances

School Name: PS71

School DBN: 08X071

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Calzolaio	Principal		11/28/11
Fausto Cordero	Assistant Principal		11/28/11
Anna Ortiz	Parent Coordinator		11/28/11
Maria Savvides	ESL Teacher		11/28/11
Andrea Narciso	Parent		11/28/11
Debbie Briscoe	Teacher/Subject Area		11/28/11
	Teacher/Subject Area		
LeeAnne Russian	Coach		11/28/11
Andrea Mendoza	Coach		11/28/11
Lynn Leinwohl	Guidance Counselor		11/28/11
Roxan Marks	Network Leader		11/28/11
	Other		
	Other		
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X071** School Name: **PS71**

Cluster: **4** Network: **401**

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

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.

Using the Home Language Aggregate Report (RHLA) and Home Language Birthplace Report (RHLB), we will be able to identify the preferred language(s) of our parents. On the Home Language Survey, we will reference the section where it asks parents in which language they prefer to receive any correspondence from the school.

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.

Our findings indicate that some parents speak Spanish, Chinese, and Albanian. We reported these findings at our PTA meeting, where we asked for parent volunteers to assist with written translation and oral interpretation.

Part B: Strategies and Activities

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.

The school will send home parent letters and notices in English as well as in their preferred language. Parent letters will be emailed out to staff and parent volunteers so that they can translate in a timely fashion. Written translation services will be provided by in-house school staff, parent volunteers, and by the Translation Unit.

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.

We will provide oral interpretation services in-house whenever possible. We have staff that speak a variety of languages: Chinese, Spanish, Arabic, Greek, French, Korean, Italian, and Portuguese. We will also use parent volunteers and the Translation Unit for oral interpretation services.

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>.

Our Parent Coordinator will send out Bill of Parent Rights and Responsibilities in the different languages. Our school will post signs in the front lobby indicating the availability of interpretation services in the various languages. Our ESL teacher and Parent Coordinator will also hosts parent workshops and attend monthly PTA meetings to inform parents of translation and interpretation services.

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: PS71	DBN: 08X071
Cluster Leader: Christopher Groll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 99
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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:

PS/MS 71 currently serves 99 ELLs in a freestanding ESL program. Students come from multiple languages-for example, Spanish, Chinese, Albanian, Urdu, French, and Arabic. 30 are beginners, 31 are intermediate, and 38 are advanced ELLs. For ELA in grades 3 through 8, 21 students scored at level 1, 14 students scored at level 2, and 3 students scored at level 3. For Math in grades 3 through 8, 3 students scored at level 1, 28 students scored at level 2, 10 students scored at level 3, and 1 student scored at level 4.

We are projecting that approximately 60 ELLs will be receiving services on Saturdays to help them attain English proficiency while meeting state academic achievement standards. The rationale for this program is that most of these students will be required to take the State ELA, Math, and Science exams. Therefore, they need additional support in expressive language, phonics, reading comprehension strategies and writing skills. They also need additional help with word problems and scientific terms. Four teachers will provide direct instruction to ELLs for 3 hours each Saturday beginning November 5, 2011 and ending March 31, 2012 (Total of 15 Saturday Sessions).

For Saturday sessions, we will use Spin!, a grammar-based program for 2nd and 3rd graders. To support phonics, we will use Wilson Foundations for grades K-2 and Wilson for grades 3-5. For writing, we will use The Write Source. We will also purchase additional workbooks from Longman's Cornerstone curriculum to use with ELL students in grades 1-8. The NYSESLAT prep books will be used to prepare students for the upcoming NYSESLAT in May, as well as the ELA exams in April. The program will be in the form of team teaching with an ESL teacher (2 certified ESL teachers) and a general education teacher (2 certified K-6 common branch teachers). Instructional materials include the programs mentioned, along with student workbooks and consumables. General supplies include chart paper, read aloud books, notebooks, pencils, and pens. The anticipated measurable outcome is that students will advance a level as evidenced in the NYSESLAT.

Imagine Learning software will be purchased for ELLs in grades K-6. This educational software program will reinforce vocabulary acquisition through interactive games and visuals.

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:

Monies for in-house Professional Development will come from a different funding source. The ESL teacher will provide training to staff on the NYSESLAT-format of the test and the skills that are measured. A focus on how phonemic awareness in a native language affects English acquisition will be covered in series of workshops. As part of our professional development, teachers will read *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons. They will also dedicate an hour each Saturday (15 hours total) creating lesson plans specifically for our ELLs targeting phonics, reading comprehension, and writing. These lesson plans will be archived in our professional teacher center for all staff to access. All teachers working with ELLs in the Saturday program will incorporate information from training sessions into their lesson plans and instructional practices.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be notified of the Saturday Academy via letters written in their dominant language and phone calls. Workshops will be offered throughout the school year on the following topics: NYS ELA and Math Exam, Test Preparation, Reading and Writing, Vocabulary. The ESL teacher, along with the Parent Coordinator will spearhead outreach efforts. Parents will also be invited to learn English on Saturdays while their children attend classes. The ESL teacher will also attend PTA meetings to answer questions and provide resources for parents of ELLs.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$9,011</u>	<u>45 hours of per session for 4 teachers to support ELL Students: 4 teachers x 3 hours x 15 weeks x \$50.06 (current teacher per session rate with fringe) = \$9,010.80</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>NA</u>	<u>NA</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1,000.00</u>	<u>Teachers will be provided with instructional materials to work with ELL students on Saturdays including: Longman’s Cornerstone curriculum with student workbooks, Spin, Wilson Foundations, leveled books, chart paper, and videos.</u>
Educational Software (Object Code 199)	<u>\$1,189</u>	<u>Imagine Learning Software (K-6)</u>
Travel	<u>NA</u>	<u>NA</u>
Other	<u>\$3,004</u>	<u>15 one-hour sessions for PD activities to support Title III Program: 4 teachers x 15 weeks x \$50.06 = \$3,004. This is additional funding to Title III Funds. It will come from per session funds.</u>
TOTAL	<u>\$14,204</u>	<u>\$3,004 (at no cost to Title III)</u>