



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** PS 71—ROSE E. SCALA SCHOOL

**DBN:** 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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 or Designee	
Deborah Briscoe	*UFT Chapter Leader or Designee	
Grace Cerini	*PA/PTA President or Designated Co-President	
Catherine Felicione	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Suana Alarcon	Member/Parent	
Ralph Ausanio	Member/Parent	
Maria Garvin	Member/Parent	
Raquel Quesada	Member/Assistant Principal	
Natalina DeLillis	Member/UFT Designee	
Renee Reilly	Member/Non-voting Member	
Anna Ortiz	Member/Non-voting Member	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

Based on page 5 of the 2011-2012 School Quality Review, it is recommended that we expand professional development opportunities so that they are linked to observed teacher practice and teacher surveys to further enhance pedagogical practices to improve student outcomes.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

By June 2013, teachers will have a minimum of four informal observations using components of the Danielson Framework. All tenured teachers will have one formal observation and non-tenured teachers will have two formal observations.

**Instructional Strategies/Activities:** Professional development workshops on Danielson's Framework, a research based rubric for teacher effectiveness will be ongoing throughout the entire year (Title I PF). Rubrics will be distributed to all staff members at the start of the school year. Inter-visitations will be scheduled on a monthly basis. Teachers will be able to share best instructional practices amongst their grades. Feedback sessions following an inter-visitation will allow for dialogue, providing constructive recommendations on instructional practices. Informal and formal observations will provide supervisors an opportunity to plan further professional development based on the needs of teachers. Pre and post observation conferences will also be an opportunity to guide, discuss, and reflect on lesson planning, students engagement, classroom management, and questioning techniques (all of which are referenced from Danielson's Framework).

**Responsible Staff Members:** Supervisors, Network Support, Math and Literacy coaches, UFT Chairperson, Teachers

**Steps taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** PD workshops will be provided to all teachers on how Danielson's Framework will be implemented to evaluate effective teaching practices that will lead to an increase in student achievement. Participation in inter-visitations will provide opportunities to share best instructional practices in specific domains of the Danielson's Framework.

**Timeline-**September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus funds will be allocated for per session for coaches, supervisors, and teachers to participate in teacher professional development for at least five 1 hour long workshops on Danielson's Framework for approximately 50-60 teachers. An additional Literacy and Math Coach will be paid for using Tax Levy money for the 2012-2013 school year. All teachers will receive a copy of Danielson's Framework, which will be purchased with Title I Priority/Focus OTPS funds.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

Based on page 4 of the 2011-2012 School Quality Review, it is recommended that we design engaging, rigorous and coherent curricula, including the arts for a variety of learners and aligned to key state standards.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

By June 2013, all teachers will implement rigorous and coherent curricula aligned to the Common Core Learning Standards in K-8 as measured by the completion of two literacy and two math tasks by each student.

**Instructional Strategies/Activities:** Teacher programs will include common planning times dedicated to looking at curriculum maps and for delving into inquiry work to improve instructional practices and to improve student achievement. Curriculum mapping will also be offered as a per session activity. Teacher teams will have additional time to unpack the units of study and align curriculum to the CCLS. Professional development on CCLS, Depth of Knowledge, Differentiated Instruction, and Curriculum Development will be offered to teachers on an ongoing basis (Title I PF).

A school wide writing rubric will be used to assess writing skills. Writing samples, collected four times a year will be used as a means to analyze student work and provide next steps for instruction. The school will continue the book of the month with higher order thinking questions to promote deeper levels of understanding.

Literacy and Math coaches will help facilitate teacher teams with the units of study for Math and ELA. They will help with unpacking the units, pacing, and meshing them in with existing curriculum. Time will be devoted after school to ensure that all teachers are engaged at looking at curriculum, student work, and the units of study (Title I PF).

Kindergarten will use a new math curriculum, Singapore Math as a pilot for the 2012-2013 school year. Ready CCLS books will be purchased for grades 3-8 as an additional resource in ELA and Math (Title I PF).

Integrated Algebra, Living Environment, and Social Studies Regents preparation classes will be offered to those higher achieving students in 8<sup>th</sup> grade. Students who will be taking the Regents in June will attend Saturdays for course preparation. AIS and enrichment in ELA and Math will be offered to targeted students in grades 3-8 during Saturday Academy and after school (Title I PF).

There will be a school wide focus on reading Non-Fiction texts and funds will go towards expanding 50 classroom libraries (Title I PF). School initiatives include word of the week to develop vocabulary, and math challenge by grade to foster critical thinking skills in solving word problems.

**Target Population:** All staff members K-8

**Responsible Staff Members:** 2 Literacy coaches (K-5, 6-8), 3 Math coaches (K-2, 3-5, 6-8), 1 Math consultant (F-Status) 5 Supervisors, Network Support, 2 full-time ELL teachers, 3 full-time AIS teachers

**Steps taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers will meet in grade-level teams to review student work, determine the effectiveness of strategies and activities, and to plan next steps. Various forums, such as inquiry meetings, grade representatives meetings, and professional development meetings will include teachers in the decision making process to evaluate curriculum design, rigor, and alignment to the CCLS.

**Timeline:** September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA       Title IIA       Title III      Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funds will be used to hire an additional Literacy and Math Coach, another ELL teacher, and an extra AIS provider. Title I Priority/Focus OTPS funds will be used to purchase Singapore Math Curriculum for five Kindergarten classes and CCLS resources (e.g., iReady) in ELA and Math for approximately 60 classes in grades K-8. Title I PF OTPS funds will be used to expand non-fiction resources for approximately 50 classroom libraries. Title I PF AIS per session funds will be used to pay 30 teachers for 3 hours on 17 Saturdays for AIS during Saturday Academy. Title I PF AIS per session funds will be used to pay 20 teachers for 3 hours for 10 weeks to work with targeted students before/after school. Title I PF per session funds will be used to pay for 20 teachers for 2 hours for 15 weeks to work on aligning curriculum maps to the CCLS and developing common core aligned units before/after school.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

Based on page 4 of the 2011-2012 School Quality Review, it is recommended that we develop teacher pedagogy from a coherent set of beliefs about how students learn best and ensure that it is aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

By June 2013, all teachers will have attended one professional development opportunity per month and have implemented strategies to meet diverse learners. Evidence will be provided through assessment binders, conferencing notes, initial and mid-year student goals, and informal and formal observations.

**Instructional Strategies/Activities:** Common planning time in all grades will be scheduled into teacher programs to look at curriculum and student work. An additional Math and Literacy coach for the 2012-2013 school year will work with teachers in 6 week cycles to provide demo lessons, feedback on instructional practices, and professional development. Workshops (in-house, DOE, and outside learning institutes) will be offered to all teachers. Topics include: Team teaching strategies (provided by Goldmansour), STEM, Visual Thinking Strategies (inquiry based approach to build critical thinking skills and evidenced based discussion, in grades K-8), Tiered Activities, and Differentiation (Title I PF). Class inter-visitations will allow teachers to share best teaching practices. The administration will schedule at least one class inter-visitation per month.

Self-contained and Integrated Co-Teaching classes in grades K-5 (approximately 10 teachers) will participate in LEAP's Arts-based Learning Leads to Literacy (ALLL) program to raise student outcomes through hands-on, arts based strategies to teach core subject areas (Title I PF).

All teachers will be observed informally (4X) and formally (1-2X) periodically throughout the school year. Feedback from observations will occur within 24 hours. Conversations will provide next steps for teachers and their instructional practice and for supervisors in planning for further professional development. Administration will monitor assessment binders, conference notes, and student goals at least 3X throughout the school year to check for successful implementation of PD topics and differentiation of instruction to meet diverse learners.

**Target Population:** All teachers grades K-8

**Responsible Staff Members-** 2 Literacy Coaches, 3 Math Coaches, Special Education School Improvement Specialist, full-time Special Education Supervisor, IEP Teacher, Supervisors, Math consultant, 2 ELL Teachers, 3 AIS Providers

**Steps taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the**

**strategies/activities:** Teachers will turnkey to colleagues on their grade during common planning time. Inter-visitations will be arranged where teachers can observe a teaching practice on strategies learned in workshops. There will be a debriefing following the inter-visitation to discuss what was observed and what can be implemented within their classrooms. Immediate feedback to teachers following observations will occur within 24 hours of the observation. After/before school per session activities will be offered to teachers to evaluate curriculum alignment to CCLS and revise where necessary.

**Timeline**-September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III      Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I PF funds will be used to pay for out of school workshops for teachers. LEAP ALLL program primarily funded by a grant within district 8 and supplemented with Title I PF funds. Title I PF per session funds will be used to pay for 20 teachers for 2 hours for 15 weeks to work on curriculum mapping before/after school. TL funds support the work of instructional coaches.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

Based on pages 10 (Most students in my school treat teachers with respect-51% agree) and 16 (Students in my school are often threatened or bullied-20% agree) of the 2011-2012 Learning Environment Survey results from students and teachers, we need to ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

By June 2013 the number of OORS online occurrence incidents will decrease by 10% compared to the previous school year's number of online occurrence incidents.

**Instructional Strategies/Activities:** An Anti-Bullying Committee will meet monthly after school to plan activities to be implemented within the classrooms from K-8. Guest speakers will come during assemblies in the beginning of the year and speak to students on bullying. The school will continue a value system where students participate in activities connected to the value for the month. The value for the month will promote awareness and allow students to show this value toward their peers. The Student of the Month will be displayed on bulletin board with photos of each student as a way to recognize and celebrate student achievement. Students will also be awarded a bumper sticker that reads, "My child is Student of the Month at P.S. /M.S. 71." Students are recognized for their special acts of kindness during morning announcements. At-risk counseling groups will meet in cycles to address and help prevent incidents amongst students. Student council will meet monthly (before school) to discuss school-wide issues. Peer tutoring through the National Junior Honor Society will help at-risk students in grades K-5.

**Target Population:** All students in grades K-8

**Responsible Staff Members:** Principal, Assistant Principals, Social Workers, Teachers, Guidance Counselors, Support Staff, Anti- Bullying Committee, Deans

**Implementation-**September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All students will be entitled to the Universal Breakfast program every morning before start of school. Title I PF OTPS funds will be used to purchase books and anti-bullying campaign resources for approximately 150 teachers for our Anti-Bullying Campaign. Title I PF funds will pay for guest speakers to come in for 8 sessions to talk about Character Development and Violence Prevention. Title I PF funds will be used to pay teachers per session for the Anti-Bullying Committee (5 teachers for 1.5 hours for 12 months). TL funds will support a Social Worker and two Guidance Counselors for working with at-risk students. TL funds support the work of Principal, Assistant Principals, Deans, and Support Staff around these activities.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

Based on the 2011-2012 Learning Environment Survey, parent response rate has increased. The school would like to continue the momentum and increase parent involvement.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

By June 2013, parent involvement will increase by 5% compared to last year's Learning Environment Survey as measured by parent responding, "I strongly agree with... or I agree..." on the Learning Environment Survey.

**Instructional Strategies/Activities:** Monthly workshops will be offered to parents on the following topics: CCLS, State Standardized Testing, Differentiation, and Career Night. Family nights will consist of educational activities that parents can attend with their children. Activities include Literacy Book Making, Math Games, Science Night, Career Night and Cultural Night. In addition, Cool Culture, Urban Advantage, and the Coffee Klatch will help parents support student learning. For parent outreach, the school will host seasonal events, monthly assembly programs, honor roll assemblies, NJHS induction, and 8<sup>th</sup> grade awards night (Title I PF).

The Parent Coordinator will host workshops based on student need, send out a newsletter to parents to inform them of upcoming workshops and school information. Learning Leaders volunteers will be trained to provide academic support for at-risk students. Progress Reports will provide parents with academic input regarding their child's progress three times a year. Skedula, an online data system will be available for parents to track and monitor their child's performance (both academically and behaviorally). The school website is available to parents to stay informed of current activities within the school. Saturday Academy for ELL parents will be offered to increase English proficiency so that they may in turn support their child. Open computer lab will be offered to all parents on Saturdays and during Parent Teacher Conference dates for Skedula training and to access the Learning Environment Survey (Title I PF per session for teachers).

**Target Population**-all parents in grades K-8

**Responsible Staff Members**-Parent Coordinator, 2 Literacy Coaches, 3 Math Coaches, Learning Leaders, Technology Teachers, 2 ELL Teachers, UFT Chairperson

**Implementation**-September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy      X Title IA       Title IIA      X Title III      Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I PF funds for parent involvement will fund resources for Family Math Night, Literacy Book Making, Fall Fest, Spring Fair, and Cool Culture. Resources include: math games, printing supplies, guest speaker honoraria, per session for teachers presenting workshops, and books. Title I PF funds for Parent Engagement will also be used for monthly 1 hour long workshops covering topics on CCLS, Test Taking Strategies, Writing Process, ELA Strategies, and Math Strategies. Title I PF funds will cover nominal costs for Coffee Klatches, held 4 times throughout the school year. Saturday Academy for ELL parents, which will run for 15 weeks from 9-11am, will be funded using Title III LEP funds. Training (from 9-12pm on 1 Saturday) for 3 teachers working this program will be funded with Title III LEP funds. TL NYSL funds (educational software) used to purchase Skedula. Title I PF funds used for teacher per session for Saturday training sessions for parents.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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).	Small group instruction, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, and At-Risk Resource Room	AIS during school day Saturday Academy 9-12pm After School AIS 3:05-4:05pm
Mathematics	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.	Small group instruction by AIS providers, one-to-one tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room	AIS during school day Saturday Academy 9-12pm After School AIS 3:05-4:05pm

Science	Small Group Instruction, Differentiated Instruction, Hands-on-Lab Activities, Guided Demonstrations, Cross-curricular activities through the use of technology.	Small group instruction by AIS providers, 1 to 1 tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room	AIS during school day Saturday Academy 9-12pm After School AIS 3:05-4:05pm
Social Studies	Small Group Instruction, Differentiated Instruction, Use of Non-Fiction Texts, DBQs, Writing in the Non-Fiction content area	Small group instruction by AIS providers, 1 to 1 tutoring, Peer Tutoring (AM/PM), Learning Leaders, Saturday Academy, Resource Room	AIS during school day Saturday Academy 9-12pm After School AIS 3:05-4:05pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation, Bereavement Counseling, Anti-Bullying Workshops, Stress Management, Values Clarification, Referral to Outside Providers, Socialization Skills	Small group, one-to-one	During school hours

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Administrative staff regularly attends hiring fairs to identify and recruit Highly Qualified Teachers. Mentors are assigned to support new teachers and unqualified teachers. On-going professional development opportunities will be offered to all K-8 teachers to develop and maintain Highly Qualified Teachers. Additional Literacy and Math Coaches will help support teachers with new initiatives pertaining to the Common Core Learning Standards and Teacher Effectiveness. Professional development will be offered based on teacher need.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirement of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**P.S./M.S. 71**

To strengthen student academic achievement the school has worked jointly with the parents and used the Title I funds in the following ways:

- Maintaining classroom positions to improve achievement for all students.
- Collaboration with the School Leadership Team and Parents' Association to maintain classroom positions to ensure achievement for all students.
- Communication through monthly newsletters and other materials sent out to families that are pertinent to planning, implementation and outcomes.
- Parents and School will share responsibility for student achievement as a school-family partnership in raising student achievement student by student.
- Although Parents' Association meetings are held monthly at a designated time, a flexible schedule on both the principal's part and on the part of the child's teacher is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child's teacher that is mutually convenient to both parent and teacher. Concerns and issues will be communicated with the principal on an as-needed basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, progress reports, family conferences, and ARIS. We also have the following events to ensure our parents understand curricula in each grade: Curriculum Event, Monthly Coffee Klatch, Parent Workshops, Science and Art fairs.
- Parent involvement activities will include: Family Math Game Night, Literacy Book Making, Fall Fest, Spring Fair, Cool Culture
- Parent engagement will be cultivated through monthly Coffee Klatch, Open Technology Lab, Saturday ELL Academy
- All concerns regarding the use of the Title I Funds should be directed to our Parent Coordinator (Anna Ortiz) and will then go through the proper channels to reach the principal of the school.
- The school is committed to communicating with parents in their native language if need be.
- This Parent Involvement Policy will be reviewed annually in May 2014.

**Student Behavioral Contract**  
(Grades K-8)

\_\_\_\_\_

Name of Student

\_\_\_\_\_

Date of Birth

\_\_\_\_\_

Class

I know that I have a right to:

- Be in a safe school, free from discrimination, harassment and bigotry;
- Know what is a correct behavior and what behaviors may result in disciplinary actions;
- Counseling by staff about my behavior and how it affects my education and welfare in school;
- Due process of law when I violate school regulations for which I may be suspended or removed from class.

I agree to:

- Come to school on time with the assistance of my parents, prepared to work;
- Use courteous and polite language;
- Participate in class/community meetings to acknowledge a person's thoughtfulness, assistance or courtesy;
- Dress in clean, neat and safe manner;
- Take care of my personal belongings and respect other people's belongings;
- Tell my parents what I learned in school each day;
- Complete my homework every day and show it to my parent(s)/guardian(s);
- Follow the rules in the Discipline code.

I have discussed this with my parents and I will follow the agreement.

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent Section**

I have received a copy of the Discipline Code and Bill of Students' Rights and Responsibilities and understand the behavior that is required of my child.

I understand that my participation in my child's education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibility to the best of my ability:

- Encourage my child to be a respectful and peaceful member of the school community;
- Discuss the Discipline code and the Bill of Rights and Responsibilities with my child;
- Participate in parent conferences, class programs and other activities in which my child is involved;
- Assure that my child will arrive to school in time everyday;
- Provide a quiet place for my child to complete his/her homework;
- Spend at least 15 minutes per day reading with my child;
- Listen to my child retelling of his/her school day experiences;

- Provide the school with current telephone numbers and contact information;
- Alert the school if there are any significant changes in my child's health or well being that affects his/her ability to perform in school.

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Christopher Groll</b> <b>Roxan Marks</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>071</b>
School Name <b>Rose E. Scala</b>			

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>1636</b>	Total Number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>6.05%</b>
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## Part II: ELL Identification Process

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

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

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   
6  7  8  9  10  11  12

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

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

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

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

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

Number of ELLs by Subgroups					
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
<b>Total</b>	<b>53</b>	<b>2</b>	<b>0</b>	<b>37</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>99</b>

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
<b>TOTAL</b>	<b>0</b>													

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

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
<b>TOTAL</b>	<b>4</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>17</b>	<b>11</b>	<b>12</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>99</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 *i***

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**

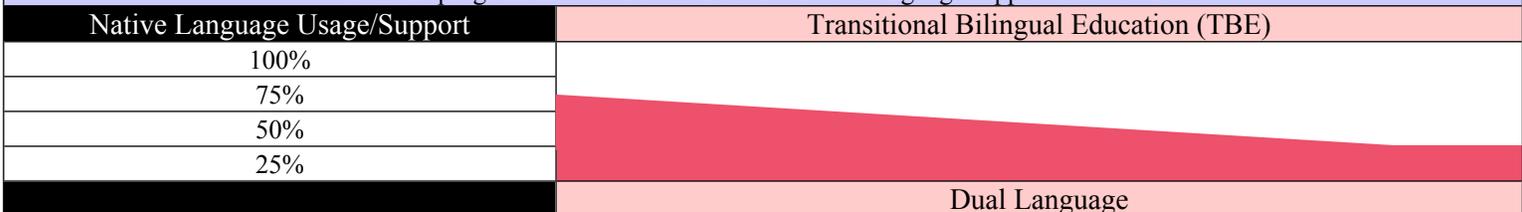
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

8. Our AIS and Saturday Academy help ELL's progress in the content areas. Our pull-out AIS teacher is a valuable support for our students who require the strategies to be better readers and writers in Grades 1-2. Our push-in AIS teachers focus on the individual needs of students in the small-groups they service. These needs include improvement in reading and writing skills as well as content area reinforcement. Our Saturday Academy offers additional hours to the students so that they can review and work on math and liteacy skills. This year, Imagine Learning, a computer-based program which teaches the reading skills and strategies required to be a successful reader will be used. The I-9 afterschool program at P.S. 71 offers our students homework help as well as recreational activities such as basketball.

9. AIS, Learning Leaders, Peer Tutoring, and the ESL program ae 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.

10. Our new math and literacy programs by Scott Foresman have been implemented in our school. They are used with the Balanced Literacy Approach. Many of the teacher manuals include activities that address the ELL's such as role-playing in literacy, and in math, there are instructional strategies teachers can use to get the concept across to ELL's. Our new program, Longman's Cornertstone, for the lower grade ELL's will continue to be used. We are also implementing Spin!: Grammar, Vocabulary, and Writing series Levels A-E this year. We have recently purchased the Imagine Learning software program which our students will use in order to improve their reading and writing skills.

11. Non-Applicable

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.

14. Bilingual dictionaries, chapter books and textbooks in the students' native languages, and peer tutoring using the students' native language are resources that are available to our students. Materials are purchased for students in their native language for independent reading. In addition to the ESL teacher, there are language teachers who teach Italian and Spanish. These teachers conduct instruction in dual language. Paraprofessionals assist ELL's using their native language regularly during classroom instruction by guiding the students through the lesson and keeping them on task.

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.

16. We meet with parents to introduce them to the New York City Public School System. We hold parent workshops. We also have students tour our school. Our guidance counselor speaks to the parents about the students' daily schedules; school regulations; electives offered, etc. to familiarize them with their new school.

17. Language electives offered to ELL's include Italian and Spanish.

### 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 so long, the ESL teacher has insight on how well they have been progressing. We hold intervisitations and we conference in the mornings.

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

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.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	8	8	3	2	5	1							28
Intermediate(I)		3	3	7	8	3	2		1					27
Advanced (A)	3	5	7	6	7	3	9	2	2					44
Total	4	16	18	16	17	11	12	2	3	0	0	0	0	99

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				
	B	4	10	7	4	2	5	1						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>		4	3	7	8	3	2		1				
	<b>A</b>		2	8	5	7	3	8	2	2				
	<b>P</b>							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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 ELL's. This information helps the classroom teachers, AIS teachers, and the ESL teacher plan more effectively to meet the needs of the ELL's. Results are always shared. In fact, the ESL teacher has also administered these assessments. What these assessments reveal is that reading comprehension for ELL's needs to be improved.
2. The data patterns reveal that the areas of reading and writing seem most in need of assistance, followed by listening and speaking. Students in Grades K-2 acquire listening and speaking skills earlier than the reading and writing skills. The use of rhymes and rhyming patterns in chants are used as well as phonics in Grades K-2. Newcomers are in immediate help with all four skills. The upper grade students are in need of refining their reading comprehension and organizational skills in writing in order to score proficient. Modeling writing is used to teach the students how to express themselves through writing once the speaking skills are mastered.
3. Our mission is to provide a comprehensive literacy program to help develop reading, writing, speaking, and listening skills for all ELL's. Teaching students strategies such as utilizing prior knowledge they acquired in the content areas in their native language is one example of helping these students succeed. Visuals, hands-on activities, graphic organizers, picture dictionaries, books with audio tapes, and computer programs are all strategies that are being used. On Our Way to English which encompasses literacy, math, and science is a wonderful resource tool. McGraw Hill's On Location, a three-level reading and writing program that provides an enrichment approach to language and literacy development is used. Houghton Mifflin's The Write Traits Program is used to help improve the students' writing skills. The patterns across the NYSESLAT modalities affect our decisions as far as planning our curriculum and ordering the materials that focus on the skills that need to be mastered.
4. The patterns across proficiencies and grades indicate that the listening and speaking skills are acquired earlier than the reading and writing skills. In fact, students have scored proficient in listening and speaking; however, they have scored intermediate and advanced in reading and writing. Therefore, they are still eligible for ESL services. In Grades K-2, all four skills need to be mastered; however, the students' listening and speaking skills improve earlier than the reading and writing. From Grades 3-8, ELL's need to improve their reading and writing in order to score proficient. This year, we have Newcomers entering Grades 3-5; consequently, their scores in the modalities of the LAB-R have affected our patterns. ELL's who are literate in their own native language achieve a higher score on exams they take in their native language compared to tests taken in English. The longer the student is in an English Language School, the more proficient he/she becomes in English; thus, the need for him/her to take the exams in their native language minimizes. The native language is used to help bring the student from the unfamiliar to the familiar. For example, explaining vocabulary; describing context; and teaching about cultural differences are ways that we help our students' comprehension improve by using their native language.

Our ESL teacher informs the leadership and teachers on how to use the results of the periodic assessments. The weaknesses on the Periodic Assessments are examined. The results help in planning for instruction that will take into account these weaknesses of the ELL's. For example, students who have problems with listening comprehension need repetition and simpler directions so that they can understand what is asked of them. Grammar is a significant focus on the writing part of the NYSESLAT assessments. Teachers spend time on the grammatical rules of the English language so that the students can identify a correct sentence from an incorrect one; editing their writing pieces also helps reinforce their grammar abilities. Periodic assessments are a good indication of the gains the ELL's make and are a good indicator of how the students will do on the NYSESLAT. Suggestions made based on the results are shared. What is also shared is if these suggestions have worked.

6. We evaluate the success of our program by examining the data from the results of the NYSESLAT and the other state exams. Also we use the periodic assessments to identify strengths and weaknesses. Teachers collaborate and exchange ideas on how to help ELL's. We provide students with services to help them succeed. We learn from the periodic assessments where the strengths and weaknesses lie in listening comprehension; reading comprehension; and grammar. Lessons are developed to address the needs. Grammar points are explained and students are given exercises to reinforce what is learned. Reading strategies are taught for students to tackle the meaning of new words using context clues. Students are given listening exercises to improve their listening skills which are necessary, especially in middle school when note-taking is expected. The native language is used when newcomers need help to understand concepts in math or science. Newcomers are also tutored in their native language by bilingual staff members and peer tutors.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**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**

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

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**

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

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 Portugese. 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 71	DBN: 08X071
Cluster Leader: Christopher Groll	Network Leader: Roxann Marks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push-in
Total # of ELLs to be served: 105
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

## 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 105 ELLs in a freestanding ESL program. Students come from multiple languages-for example, Spanish, Chinese, Albanian, Urdu, French, and Arabic. 24 are beginners, 36 are intermediate, and 45 are advanced ELLs.

We are projecting that approximately 80 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. In addition, they are required to reach common core standards in Social Studies. 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 2 hours each Saturday from 9 a.m.- 11 a.m. beginning January 5, 2013 and ending April 20, 2013. There will 12 instructional Saturday sessions. Teachers will meet on December 15 from 9 a.m. - 11 a.m. for professional development and for curriculum planning.

For Saturday sessions, we will use Spin!, a grammar-based program for 3rd through 5th graders. To support phonics, we will use Wilson Foundations for Newcomers and struggling readers in 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 3-8. The NYSESLAT prep books will be used to prepare students for the upcoming NYSESLAT and ELA exams. Last, we will use Passwords: Science Vocabulary and Passwords: Social Studies Vocabulary by Curriculum Associates. The program will be in the form of team-teaching with 2 certified ESL teachers and 2 certified K-6 common branch teachers. Each one of the ESL teachers will rotate with a CB license teacher to provide the English language development component to the ELLs. 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.

In addition, we will hold a before and after-school ESL program on Mondays through Thursdays from 8:15 a.m. to 9:00 a.m. and 3:05 p.m. to 3:50 p.m. beginning from January 7th to April 29th. There will be a total of 13 sessions. Our certified ESL teacher will focus on Literacy with Grades 4 and 5 in the afternoon and Grade 7 in the morning. Folktales, biographies, autobiographies, featured articles, and other non-fiction text will be some of the genres that the students will be reading and responding to. Also they will be covering the elements of the genre. The anticipated measurable outcome is that students will meet the New York State standards for English Language Arts.

Additional 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. The language of

### Part B: Direct Instruction Supplemental Program Information

instruction is English.

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher, who is state certified in teaching English to speakers of other languages K-12 and has 22 years of teaching ELL's, will provide training to staff. On December 15, a workshop entitled, The LAB-R, What This Assessment Tell Us? will be given. The workshop will last 45 minutes. On January 12th, a workshop on How to Improve Speaking and Listening Skills will be given. It will last 45 minutes. On February 16th, a workshop on How to Improve Reading and Writing Skills will be given. The duration will also be 45 minutes. On March 9th, a Preparing for the NYSESLAT workshop will be given where the format of the test will be covered. As part of our professional development, teachers will read Scaffolding Language, Scaffolding Learning by Pauline Gibbons. Lesson plans specifically for our ELLs targeting phonics, reading comprehension, and writing will be created by the teachers. 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. Four teachers will be involved in the Saturday PD. Two are certified in Teaching English to Speakers of Other Languages; one is certified in Common Branch and Special Education; and one is certified in Common Branch.

### 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. Six workshops will be given to parents by the ESL teacher, the Literacy Coach, and the Math Coach. Two will be given on Saturday, and four will be given on weekdays. They will last for an hour.

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

Allocation Amount: \$

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