



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE LIEUTENANT JOSEPH PETROSINO SCHOOL

DBN (i.e. 01M001): 30Q070

Principal: DONNA C. GELLER

Principal Email: DGELLER@SCHOOLS.NYC.GOV

Superintendent: DR. PHILIP COMPOSTO

Network Leader: NANCY DIMAGGIO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Donna C. Geller	*Principal or Designee	
Valarie Waxman	*UFT Chapter Leader or Designee	
Jasmin Nelson Evie Ananiadis	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Giannoula Michaelopoulos	Member/ Teacher/ financial Liaison	
Sharon Katz	Member/ Teacher	
George Dzanoucakis	Member/ Teacher/Chairperson	
Irene Pipas	Member/ Teacher /Secretary	
Olija Celic	Member/ Parent	
Aouatef Abbad	Member/ Parent	
Narcisa Ramos	Member/ Parent	
Belia Trinidad	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 90% of the teachers will receive professional development to support teacher effectiveness based on the new teacher evaluation system and the common core standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Based on the review of relevant testing data, the implementation of the Danielson 2013 Rubric adapted for New York Department of Education Framework for Teaching Components teacher evaluation system, the Common Core Learning Standards and the Depth of Knowledge questioning levels Professional Development was deemed necessary.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
 1. In house training for ICT, ESL teachers, and all teachers and all other relevant staff members

B. Key personnel and other resources used to implement each strategy/activity
 1. Administrators, coaches, classroom teachers, cluster teachers, speech teachers, guest speakers, and trainers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. 90% of teachers

D. Timeline for implementation and completion including start and end dates
 1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. During common prep periods, faculty conferences, grade conferences, and one day a week during extended day three times a month. Resources include: Advanced Guide for Educators, administrative professional development provided by the region and city, webinars, Communication with chancellor and DOE through Principal's Weekly and/or special notices, state and city websites, content area references.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.
Title I :SWP and Fair Student Funding

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 80% of the teachers will participate in common planning to build capacity in aligning instructional practice to address student's performance in all content areas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 In order to increase rigor in our daily lessons, we need to increase more units across the content areas that are aligned to the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning is discussed during grade conferences, teachers work with their grade level teachers and other grade level relevant staff members during faculty conference, inquiry group planning is grade specific and other grade level staff members are members of the group, curriculum planning committee has a representative from each grade

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, coaches, classroom teachers, cluster teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Curriculum maps, pacing calendars developed based on the state and city scope and sequence, teacher created assessments using student data analysis

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Faculty conferences, grade conferences, Curriculum Planning Committee meetings once a week, and one day a month during extended day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Principal shares information about the Common Core State Standards at all Parents Association meetings. The written form of the CCSS is shared at executive board meetings and round table discussions. A monthly news letter provides parents with ongoing information about the CCSS in increments is provided as well as parent workshops given by selected staff members in each of the curriculum areas.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I :SWP and Fair Student Funding

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 80% of the students school-wide will increase their ability to provide three or more details to support their arguments in oral discussions and written essays aligned to the common core standards using grade specific rubrics.

Comprehensive Needs Assessment

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

On going diagnostic assessments of student's oral and written work lacks the use of details to support their thesis statements.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Across the curriculum, teachers will model and design lessons on creating a thesis statement/argument. They will develop three strong supporting details. Across the grades students will support their statement both orally and in written work. Students will engage in activities weekly, focusing on the school's instructional goal. Through differentiated instruction the needs of all levels will be met. Some instructional strategies include: in ELA students will write persuasive pieces with three supporting details. In math, they will support a strategy used to solve a problem. In social studies, they will write perspective/point of view pieces. In Science, the students will formulate a hypothesis and support their prediction with supporting details. The same will follow in cluster classrooms as well depending on the subject material.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, coaches, classroom teachers, cluster teachers, speech teachers, and all other relevant staff members

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Graphic organizers, Checklists, Oral arguments/group debates, Rubrics designed specifically for each activity Teacher created assessments
- D. Timeline for implementation and completion including start and end dates**
- September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Programmatic details: During instructional day and after school program Resources: Depth of Knowledge, Reading Street, CCSS: ELA Test Prep, Grade specific rubrics, teacher created materials

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

During parent teacher conferences, parents were introduced to the school's instructional goal of designing an argument and supporting it with three strong details. Weekend homework packets include writing activities designed to meet this goal. Parent signature is required on the homework assignments. Parent workshops and Parent Association meetings speakers have been invited to address this goal. The goal is discussed and revised at School Leadership Meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Title I :SWP and Fair Student Funding

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 100%, of teachers will increase quality of inquiry work that identifies writing needs common to the students in their classes based on teacher created assessments.

Comprehensive Needs Assessment

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

Our school Analysis of test scores, subgroups and trends assisted in development of this goal. There is a school wide need for an increase in the interpretation of data to drive instruction.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- Teachers will evaluate student writing with the use of a rubric that focuses on content, organization, writing conventions, vocabulary, grammar, and usage by having students grouped according to writing abilities and need. Their strengths and weaknesses found will be shared at inquiry meetings and successful classroom practices will be shared with teachers on the team.
- B. Key personnel and other resources used to implement each strategy/activity**
- All teaching staff members
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Inquiry notes, graded student work, writing portfolios, student notebooks, inquiry analysis forms
- D. Timeline for implementation and completion including start and end dates**
- September 2013- June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- During small group instruction, one on one conferring, extended day Monday, Tuesday, Wednesday, one Thursday a month the resources include Reading Street program, teacher created materials, CCLS ELA Test Prep

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

During parent teacher conferences, student writing strengths and weaknesses were discussed. Weekend homework packets include writing activities. Parent signature is required on the homework assignments. Parent workshops and Parent Association meetings speakers have been invited to discuss writing strategies. Comments on the report card reflect writing strengths and weaknesses. Teacher comments on revised and published written work.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I :SWP and Fair Student Funding											

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, 70% of the students in grades K-5 will increase at least two levels based on Fountas and Pinnell assessments for reading performance.

Comprehensive Needs Assessment

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

The need for this goal is based on analysis of the testing data, teacher created assessments, analysis of student's running records using Fountas and Pinnell. It was determined that our students need to make more progress moving from one reading level to the next.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. This goal will be achieved through the use of whole group instruction, small group instruction, leveled guided reading groups, one on one conferring instruction. By using lessons on phonemic awareness, phonics, grammar, fluency, reading comprehension skills assessed using weekly Reading Street assessments and daily formal and informal assessments on the weekly skills

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers, cluster teachers, speech teachers, ICT, and ESL teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly assessments, daily formal and informal assessments, informal reading inventories and Fountas and Pinnell running record assessments

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Programmatic details include: literacy blocks, read alouds and independent reading with a reading skill focus and focus question, Fountas and Pinnell assessments every three months, The Resources include: Reading Street, level specific running records, leveled classroom libraries, Earobics, Read Naturally

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

During parent teacher conferences, parents were introduced to the school's instructional goal of increasing students reading levels and strategies they can use at home. Daily reading logs are kept by each student that requires a parent's signature nightly. Weekend homework packets include reading fluency and comprehension activities designed to meet this goal. Parent signature is required on the homework assignments. Parent workshops and family evenings where students and parent engage in activities that relate to reading and Parent Association meetings speakers have been invited to address this goal. The goal is discussed and revised at School Leadership Meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I :SWP and Fair Student Funding											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • phonics program • RTI (SEE PLAN) • Reading Street • Reading Street leveled guided reading books 	<ul style="list-style-type: none"> • Small group instruction • One to one tutoring 	<ul style="list-style-type: none"> • During instructional school day • teacher's professional period • extended day
Mathematics	<ul style="list-style-type: none"> • drills for numeration • manipulative for skills visuals 	<ul style="list-style-type: none"> • Small group instruction • One to one tutoring 	<ul style="list-style-type: none"> • during instructional school day • teacher's professional period • extended day
Science	<ul style="list-style-type: none"> • enrichment activities • involving weather instruments and data • maintaining our school garden 	<ul style="list-style-type: none"> • Small group instruction • One to one tutoring 	<ul style="list-style-type: none"> • During instructional school day • teacher's professional period • extended day
Social Studies	<ul style="list-style-type: none"> • enrichment activities include the school newspaper, • development of the yearbook, and photography club 	<ul style="list-style-type: none"> • Small group instruction • One to one tutoring 	<ul style="list-style-type: none"> • during instructional school day • teacher's professional period • extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • play therapy • talk therapy • group discussions 	<ul style="list-style-type: none"> • Small group instruction • One to one tutoring 	<ul style="list-style-type: none"> • during instructional school day • teacher's professional period • extended day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods, and materials. Professional development is provided, monthly faculty conferences, and monthly grade conferences.

PS 70 and St. John's University, Colombia, Toro, Mercy, Queens and City College maintain cooperative programs where student teachers are trained by selected master teachers. Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school establishes a partnership with local colleges to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development planning addresses the three critical phases of this process: initiation, implementation, and institutionalization of the CCLS aligned to Danielson's Framework for effective teaching. Professional development entails a variety of approaches that include these models: teacher teams, peer coaching, individually guided professional development,

observation/assessment, involvement in a development/improvement process, and inquiry. Ongoing evaluation in the form of teacher feedback is an integral component of the professional development plan.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The Coordination and integration of Federal, State, and local funds are used to meet the intent and purpose programs as follows:

Services for Students in Temporary Housing are provided for through funds by allocating \$100.00 per child. The funds are provided specifically to those students in Temporary Housing by purchasing needed classroom supplies.

The violence prevention programs *aspect is addressed on an as needed basis.* The information shared by teachers, guidance counselor and grade supervisors is addressed at monthly Behavior Code Assemblies presented by the school's Guidance Counselor. *As needed funds for Behavior Code Assemblies are allocated for student related video presentations and related supplies. The funds help to support a guidance library for use with students by our Guidance Counselor.*

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Students attending P.S. 70's prekindergarten classes follow the aligned New York State, prekindergarten Common Core Curriculum Teachers of the prekindergarten classes attend Professional Development sessions at monthly grade conferences; monthly or bi monthly extended day professional trainings; and monthly faculty conferences. At these trainings the teachers observe modeled successful teaching practices related to building skills in literacy, math, science and social studies. As part of the elementary school prekindergarten through fifth grades teachers are provided the opportunity to build awareness for the level of increased performance expectations. When the training sessions are divided sessions, the accommodations are for building awareness for academically rigorous planning of lessons, the prekindergarten teachers attend a combined training for prekindergarten and kindergarten teachers.

Parents of prekindergarten students are involved in attending scheduled parent workshops that are provided three times a week, (Monday, Wednesday and Fridays). The workshops focus on various elements of the curriculum. The social worker for the prekindergarten classes provides weekly sessions for training parents, and a question and answer session to alleviate any concerns of parents.

Teachers meet daily during their common planning preparation period to plan units of study with a thematic focus. Teachers discuss student performance, needs for early intervention and support that para-professionals may provide as Tier I intervention. If Tier II is needed the social worker, guidance counselor, assistant principal and speech teachers are contacted.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers create assessments for their grades in various scheduled situations.

Some teachers have chosen for their professional period selection to create assessments for particular grades.

Other teachers on their common preparation period create assessments for the entire grade.

All teachers serve on inquiry teams that meet once or twice a month. At the inquiry sessions, teachers analyze a select assessment based on a worksheet that provides questions that focus discussions around scaffolding of instruction to meet the needs of students found as a result of the assessment analysis

Teachers also serve on a curriculum planning committee from various grades. The representatives of the grades plan instructional units with matching assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements 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.

Parent Involvement Policy (PIP) Template

PARENT INVOLVEMENT POLICY

2013-2014

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. Public School 70 Queens will support parents and families of Title I students by:

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

Public School 70 Queens 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Public School 70 Queens, 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.

- To develop a partnership that will support student achievement, we will:

School Agreement

- Provide an environment that supports effective learning of the CCSS through the implementation of an aligned curriculum and high-quality instruction using research-based strategies.
- Provide a safe, caring and pleasant environment that promotes active learning.
- Respect cultural, racial, gender and ethnic differences.
- Provide parent-teacher conferences twice a year (November & March)
- Regularly use written and oral communication to allow parents/guardians to stay informed.
- Provide necessary information to parents so that they can support their child.
- Encourage students and parents by providing frequent information about student progress.
- Encourage parents to participate in their child's education and volunteer in the PA or other such leadership groups.

Signature _____ **Date** _____

Student Agreement

- Attend school on a regular basis and be on time
- Come to school each day with the tools necessary for learning.
- Complete and return homework assignments.
- Show respect for myself, other people, my school and property.
- Obey the rules of the school and the classroom.
- Bring home to show parents all paperwork and return those that need signatures.
- Accept responsibility for my own actions.

Signature _____ **Date** _____

Parent/Guardian Agreement

- See that my child is punctual and misses as few days of school as possible.
- Make sure that my child is present for state required tests.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Encourage my child's efforts.
- Stay aware of what my child is learning and talk about his/her school activities.
- Encourage reading by reading with my child and letting my child see me read.
- Monitor my child's activities including TV viewing and video game playing.
- Make every effort to attend parent conferences, meetings, workshops, and other school activities.

Signature _____ **Date** _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 30	Borough Queens	School Number 070
School Name Lt. Petrosino		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Donna Geller	Assistant Principal Mariza Cerff
Coach Betty Ignatiadis	Coach Maria Palagian
ESL Teacher Elizabeth Apostolidis/ESL	Guidance Counselor Teresa Rotondi
Teacher/Subject Area Catherine Goudelis/ESL	Parent Yasmin Nelson
Teacher/Subject Area type here	Parent Coordinator Maria Hernandez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	910	Total number of ELLs	239	ELLs as share of total student population (%)	26.26%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1													1
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
self-contained	2	2	1	1	1	1								8
Push-In	1		1		1									3
Total	4	2	2	1	2	1	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	239	Newcomers (ELLs receiving service 0-3 years)	199	ELL Students with Disabilities	44
SIFE	1	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	28									28
Dual Language	0									0
ESL	171	1	21	39	20		1			211
Total	199	1	21	39	0	0	1	0	0	239
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28													28
SELECT ONE														0
SELECT ONE														0
TOTAL	28	0	28											

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	27	17	20	10	14								121
Chinese		1		2										3
Russian	1		1											2
Bengali	5	3	4	2	1	3								18
Urdu	4	4		1	1	2								12
Arabic	12	10	9	3	9	8								51
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish	1		1	1	3									6
Albanian	1			1	1	1								4
Other	5	3	10	1	1	1								21
TOTAL	62	48	42	32	26	29	0	0	0	0	0	0	0	239

Part III: Assessment Analysis

Assessment Breakdown

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

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)	33	4	4	6	9	3								59

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	10	15	16	6	9	5								61
Advanced (A)	20	25	21	20	11	22								119
Total	63	44	41	32	29	30	0	0	0	0	0	0	0	239

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				4
4	16	12			28
5	14	12	2	1	29
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4								4
4	16		9		2		2		29
5	12		15		4		0		31
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		6		11		14		31
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

There are several tools that PS 70Q uses to assess the early literacy skills of ELLs

- The LABR and NYSESLAT data is examined at the beginning of the school year.
- El Sol is used to determine Spanish literacy levels in the kindergarten bilingual class.
- Fountas and Pinnel reading level assessments are used four times a year to assess fluency, accuracy and comprehension.
- Reading Street curriculum baseline assessments and weekly unit assessments are used to determine the students' literacy levels.
- Teacher created assessments, observations and evaluation of students' reading and writing work is used on ongoing basis to determine students' progress toward grade level.

The school's data indicates a need in oral and vocabulary to better develop written language skills.

In Kindergarten more than 50% of the ELLs score Beginner level. In first grade more than 50% of the ELLs score Advanced level. In second grade 90% of Advanced ELLs become proficient. In third grade, most of the Advanced students remain at the same level for two years or more.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Since almost all assessments measure English language proficiency to some degree, ELLs receive lower scores on content area assessments. Data indicates a need in oral, and vocabulary instruction to better develop written language skills. Read alouds, and a guided reading library are used to build vocabulary, oral and comprehension skills. In addition, the Reading Street curriculum has a daily component addressing the needs of ELLs that works well with our diverse population. Guided reading, one on one and core instruction have demonstrated data leading to improved results.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All ELLs in the third, fourth and fifth grade are invited to participate in the After School Title III program. This year, four classes were created. One class accommodates the Beginners and low Intermediate ELLs, and a third, fourth and fifth grade class for the high Intermediate and Advanced ELLs. Data indicates a need in oral, and vocabulary instruction to better develop written language skills. The program supports literacy and math skills development, and assist ELLs become proficient in the NYSESLAT, ELA and Math state assessments. The focus is vocabulary development, and reading comprehension skills followed by writing tasks.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The number of ELL classes are created according to the need of our ELLs and parent choice. There is a Spanish bilingual class and two ESL self-contained classes in Kindergarten, two ESL self-contained classes in first grade, and one ESL self-contained class in the second, third, fourth and fifth grade. A) Last year, the ELA State Exam demonstrated that about 50% of the ELLs scored a level 1, about 30% scored a level 2, and a 20% scored level 3 and 4. The Math State Exam results were similar as the ELA. In the Science State Exam, 50% of the ELLs scored a level 4, 45% scored a level 3, and 5% scored a level 2. B) ESL teachers meet once a month to analyze student work and current practices. Teachers discuss students' level of reading proficiency, critical skills, targeted instruction, next steps, and goals and objectives toward grade level expectations. C) The Periodic Assessments show that ELLs in our school have difficulty analyzing language, questioning, making inferences, summarizing and identifying main idea.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Reading intervention is determined by Reading Street baseline assessments. All students, regardless of Tier, receive Tier I instruction. Students who are below level receive Tier II through Reading Street strategic intervention lessons by the classroom teacher. One on one instruction is also provided by the classroom teacher, push in teacher, paraprofessional, SETSS teacher, and/or service provider.

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

The following factors are considered when making instructional decisions for ELLs:

- Previous education the student had in the U.S. and/or the home country.
- Language and literacy proficiency levels in English.
- Support he or she receives at home.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At the time of registration, parents are required to give information about their child's language proficiencies and engage in an interview process by an ESL certified teacher. The ESL certified teacher that interviews the parents is Mrs. Apostolidis (bilingual in Greek/English). Interpreters are always available. Two assistant principals, the family worker, and parent volunteers speak Spanish. An ESL teacher, the school's nurse, and two paraprofessionals speak Bengali. A paraprofessional and parent volunteers speak Arabic. Interpreters ensure that any questions the parent has about the Home Language Identification Survey (HLIS) can be addressed at that time. Upon completion of the HLIS, the ESL certified teacher identifies Lab-R eligibility. The child is administered the Lab-R in an appropriate setting and based on their final score, are identified as English Language Learners (ELL) or non-ELLs. Spanish speaking ELL students are administered the Spanish LAB. Once a child is determined to be eligible for ELL services, an annual assessment called the New York State English as a Second Language Achievement Test (NYSESLAT) is administered by New York State to determine English proficiency. Every school year, the parents of our ELL students are invited to a NYSESLAT workshop. Certified ESL teachers provide an overview of the NYSESLAT and discuss and explain questions the parents might have about the test.
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.

Once ESL eligibility is determined, entitlement letters are sent home of which copies are kept on file at the school. All newcomer parents have an initial parent orientation meeting conducted by ELL specialists. In the parent orientation the following occur;

 - >Agenda
 - >Sign- in sheet
 - >Television/computer or access to school's LCTV
 - >Orientation Video (DVD) for Parents of English Language Learners
 - >Translated materials, e.g., Parent Survey / Program Selection Forms for Parent Brochures
 - >Interpreters, if necessary

Parent surveys and Parent Selection Forms are collected at the end of the orientation and kept on file at school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Finally, for parents who did not attend any of the scheduled meetings, phone calls are made and one-on-one sessions are given to

discuss the information. At these meetings, parents are provided with translators that assist in giving specific information about ESL programs available at PS 70 and throughout the city. With the use of these translators, parents are able to ask questions to clarify the options available to their children and make an informative choice on the Program Selection form.

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.
Within 10 days, and after meeting with the parents and reviewing the Program Selection forms, the children are then placed accordingly. The Program Selection Forms/Parental Surveys are collected at the end of the orientation and kept on file
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Testing coordinator reviews with the ESL specialist all the ELL's at PS 70 and creates a testing schedual based on the New York State testing calendar.
6. 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.) 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. 
The ESL programs offered by P.S. 70 are aligned with the parents' requests on the Parent Survey and Program Selection Form. Based on a review and analysis of these forms from 2009-2010, 2010-2011, 2011-2012, and 2013 school years. It is evident that the majority of parents of ELLs entering PS 70 requested Freestanding English as a Second Language (ESL) classes and/or monolingual classes with ESL push-in services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At PS 70, there is one kindergarten bilingual class and eight Freestanding ESL classes. For ESL, PS 70 has the self-contained classes as well as the ESL push-in/Co-Teaching model. Our ESL students are placed in heterogeneous groups and by appropriate grade level. Our philosophy is that ELL students develop language proficiency in a more concrete manner when they are given the opportunity to not only pair up with students at the same level, but also those at a higher and lower proficiency level. This type of grouping allows children to be engaged directly in their own learning by learning from each other and lowering the affective filter.

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)?

PS 70's TBE kindergarten class offers instruction in Spanish with intensive support in English and vocabulary development. In the TBA class, as English proficiency increases so does instruction in English. In the beginning levels of English language development, 60% of instruction time will take place in the students' native language and 40% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Teachers use the data from multiple assessments to make informed decisions on language use for subject area instruction as well as language development. In the Freestanding ESL classes all instruction, including content area instruction, is delivered in English using ESL strategies and methodologies. ELLs enrolled in monolingual classes receive ESL instruction utilizing the ESL push-in/co-teaching model by one state certified ESL teacher. The units of ESL instruction are regulated by NYS CR Part 154. ELL students at the Beginning and Intermediate level are provided with 360 minutes of ESL instruction per week. ELL students at the Advanced level are provided with 180 minutes of ESL instruction per week. ELL students receive 450 minutes of ELA instruction per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the Freestanding ESL classes all instruction, including content area instruction, is delivered in English using ESL strategies and methodologies. ELLs enrolled in monolingual classes (non-ESL), receive ESL instruction utilizing the Push-in/Co-Teaching model by one state certified ESL teacher. Instructional techniques will vary based on the level of the learner. Students' instruction involves guided reading and writing, manipulatives, visuals, word builder cards, graphic organizers, small group instruction, and cooperative learning. ELL students are encouraged to use their first language to maintain their self confidence and self esteem. Students are provided with access to the school's library, which includes books in several different languages. Also, classroom libraries are equipped with native language books.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The Kindergarten students in the bilingual program are assessed with the Calle De La Lecture program, and El Sol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Certified ESL teachers plan to address all four modalities in their lessons. For example, read alouds, vocabulary development, guided reading, cooperative learning, visuals, and interactive learning using SmartBoard Technologies.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

How do you differentiate instruction for ELL subgroups?

- A) The SIFE student is pulled-out by an ESL certified teacher. He receives one on one instruction on early literacy skills. In addition, he receives four periods of small group instruction in an ICT environment.
- B) The new comers students are pulled-out twice a week for two full periods by an ESL certified teacher. They receive small group instruction in reading and writing skills. In addition, the classroom teacher provides Tier II instruction through Reading Street

strategic intervention lessons.

C) The ELL students receiving 4 to 6 years of service receive Tier II instruction through Reading Street intervention lessons. In addition, once a week, they receive a full period of test prep tutoring.

D) The long term ELL student is provided with Tier II instruction, and is pulled-out twice a week for two full periods by an ESL certified teacher. In addition, once a week they receive a full period of test prep tutoring.

E) Once ELLs become proficient they receive an extra year of time extension on all state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Through differentiated and small group instruction. The teacher plans and carries out different approaches to content, process and product to meet students' needs and abilities. Some instructional strategies are the use of visuals, graphic organizers, vocabulary development, phonics, guided reading and writing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to meet the least restrictive environment most of our ELL students with disabilities attend ICT classes at P.S. 70. Furthermore, service providers push in to provide extra academic support.

Courses Taught in Languages Other than English

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

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

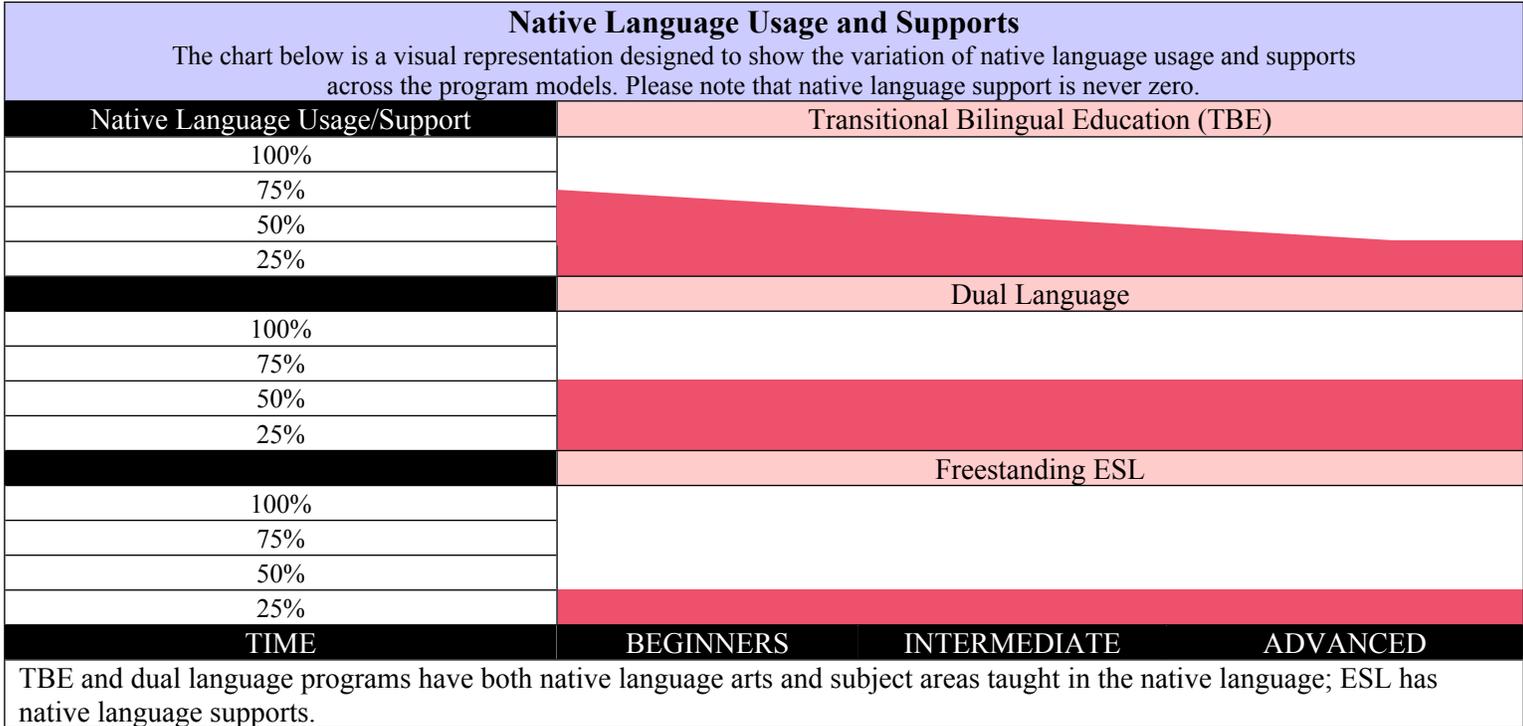
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

9. 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.

Instruction at PS 70 is in alignment with the New York State Common Core Standards. Instruction focuses on literacy, math, science, and social studies, using ESL standards to ensure that students achieve higher scores on the NYSESLAT, and other city and state assessments. Teachers use a number of instructional strategies within the workshop model, small group instruction, use of TPR, role play, picture references and realia, vocabulary development, and graphic organizers. ELL materials include Reading Street curriculum, software, authentic level libraries with high interest selections, commercially prepared and teacher made materials are used in daily instruction in the classrooms. PS 70 follows the workshop model for all academic areas while incorporating ESL strategies, addressing the needs of all beginning, intermediate and advanced students. All students are provided with differentiated instruction provided by the classroom teachers, cluster teachers and push-in teachers. Supplementary materials are provided to augment English and Math instruction. For example, twenty minute per day students receive instruction using the newly purchased CCLS Ready program in literacy and math for grades kindergarten through grade five. The vision for all students of PS 70 is to build upon their prior knowledge to achieve higher academic success as our students will become the new community.

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

Reading Street provides ELL readers that focus on language, developing of key concepts and vocabulary. Materials are differentiated with ELL/ELD readers. The program enhances the students' experience through auditory and visual presentations of readings to build comprehension, vocabulary and language.

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

Due to parent choice we will continue to maintain the kindergarten TBE class on the kindergarten level, which has more than a sufficient number of children, and we plan to reassess and open a first grade TBE class if enough parents show interest.

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

Paste response to question here:

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

All ELLs at PS 70 attend the extended day program, and are invited to the school's Champions Club after school hours. The extended day program offers supplemental support for a duration of 37.5 minutes three times a week. During extended day, teachers work with students in small groups to combine reading and writing activities in order to improve literacy skills. During Champions Club, an after school program held five times a week, students are involved in various indoor and outdoor sport activities. They also receive homework tutoring by older mentors from the community. The Title III program invites all 3rd, 4th, and 5th grade ELL students and offers them support in ELA and math, and prepares them for all the state tests.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

PS 70 follows the Workshop Model for all academic areas while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advance students. Teachers use a number of instructional strategies within the workshop model, small group instruction, use of TPR, role-play, picture references and realia, vocabulary development, word walls, and graphic organizers. ELL materials including software, authentic leveled libraries with high interest selections, commercially prepared and teacher made materials, are used in daily instruction in the classrooms and in the school library. PS 70 offers technology instruction to all grade levels through the use of our computer lab, as well as classroom technology instruction through the use of two laptop carts for student use. Our ESL kindergarten class has I-Pads for each student to build phonemic awareness and language. Many of our teachers have access to Smart Boards, which is valuable for teaching ELLs as it provides a visual context to the content areas.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For the TBE kindergarten program, NLA support is provided throughout the day. In the beginning of the school year, 75% of instruction time will take place in the students' native language and 25% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Students are provided with access to the school's library, which includes books in several different native languages. Also, classroom libraries are also equipped with native language books.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Instruction, resources and services at PS 70 for all grade levels correspond to ELLs ages and grade levels. Textbooks, online

resources, and other classroom materials are all geared toward appropriate age levels and aligned with the Common Core Standards for the grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The majority of our newly enrolled ELL's are kindergartners. Parents receive workshops provided by our two instructional coaches in reading and math, and parent coordinator. Parents learn how to help their children become better readers and writers. Parents are also informed about the core curriculum, learning standards, and expectations of students. Teachers and administrators also meet with parents to discuss any concerns they might have for their educational experience.

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Assistant principals, ESL teachers, special education teachers, speech teachers, social worker, guidance counselor, and psychologist working with non- ELL students are receiving ongoing professional development support via the following:

- Monthly staff development provided by coaches, ESL teachers on differentiation, and ESL instruction and methodology
- ESL strategies throughout the content area
- Collaborative planning between ESL push-in teachers and non-ESL teachers are programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel
- All day professional development workshops provided by ESL teachers, Network 2 support specialist - Effective classroom instruction and intervention for ELLs.
- Meaningful literacy development for elementary ELL's, Common Core Standards and implications for ELLs.
- Continued grade conferences on ESL mandates by grade supervisor
- Parent involvement

In addition, all teachers are provided each month the state mandate three hour professional development using the Danielson Framework and the CCLS for academic achievement and teacher effectiveness. The principal writes monthly letters to parents and provides a day by day annual calendar that lists all student activities, school events, holidays, and teacher and parent workshops.

Attendance logs of faculty conferences, committee meetings, workshops are maintained by the principal in a binder along with a year long calendar of professional development planned sessions to ensure that the requirement of 7.5 hours of ELL training for all staff is met.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are an integral part of our school community. Several Parent Orientation Sessions are held during the year for newly enrolled ELL parents, as well as an informative session in early Spring, providing information on NYSESLAT testing. Pamphlets and mock tests are distributed to parents to work with their children at home, as well as an informative measure to introduce them to what their children have been working on and what will be expected of them during this assessment. In addition, all parents are invited to attend workshops on ELA and Math state exams. Parents and the school principal meet once a month. They are invited to have an informal conversation with her and the parent coordinator about parent needs and concerns such as academics and curriculum. These discussions help build a stronger partnership and between the school and home, and maintain communication between school staff and parents. See parent translation policy.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna C. Geller	Principal		11/5/13
Mariza Cerff	Assistant Principal		11/5/13
Maria Hernandez	Parent Coordinator		11/5/13
Elizabeth Apostolidis	ESL Teacher		11/5/13
Yazmin Nelson	Parent		11/5/13
	Teacher/Subject Area		11/5/01
	Teacher/Subject Area		11/5/13
Maria Palagian	Coach		11/5/13
Betty Ignatiadis	Coach		11/5/13
Teresa Rotondi	Guidance Counselor		11/5/13
	Network Leader		11/5/13
	Other		11/5/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q070 **School Name:** Lt. Joseph Petrosino School

Cluster: 2.2 **Network:** 2

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

Part A: Needs Assessment Findings

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

Upon registration, all parents must complete a Home language Identification Survey to determine the child's home language. The revised survey now includes a supplementary section that asks parents to indicate their language preference when receiving important information from the school in writing or orally. After reviewing this information, written translation and oral interpretation can now be assessed at registration for newly admitted students. The Parent Coordinator annually sends out the DOE preferred language form.

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.

PS 70 is aware of parents' language needs. Spanish is the language that most parents in our school speak, followed by Arabic, Bengali, Urdu and Portuguese. The parent coordinator provides numbers of students in each class in need of translated information so that it is readily provided. Due to parents' request, English written notifications are provided and a translated version is attached to the notification. Interpretations are available in all ELL related meetings.

Part B: Strategies and Activities

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

Teachers, administrators, and PA will provide the Parent Coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by school staff and parent volunteers. We will also collect commonly used reports (report cards, trip notices, school notices, PA letters, etc.) and translate to make templates and a key for filling in information that can be used by all staff members. We also use parent's notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. We also have a school website that posts useful information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translatable in all of our major language group. Our school messenger phone service also provides parents who do not have access to the internet with important school messages.

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 plan to provide oral interpretation services for our annual ELL orientation as well as our (monthly PTA general meetings, parent workshops, IEP meetings, Phone call about students' academic progress) in our four major language groups, using parent volunteers, and school personnel. If needed, we will use DOE 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>.

P.S. 70 posts notices regarding the availability of translation and interpretation services near the security desk and the main office. School personnel are also aware of the translation and interpretation resources available in the school building as well as the DOE. The parent coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation or have an interpreter available at important meetings and events. Teachers, administrators, and the PTA will provide the parent coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated as needed. We also collect commonly used forms (such as trip permission slips, meetings, and workshops) and ask our translators to make templates and a key filling in dates and other important needed information.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Lt. Joseph Petrosino Schoo	DBN: 30Q070
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
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: P.S. 70's Title III program provides English Language Learners with supplemental instruction in an After-School program. The instructional program will service all ELLs in grades 3 through 5 by two fully certified ESL teachers and two content area teachers. There will be a total of four classes for the After School program (one third grade, one fourth grade, one fifth grade and one class just for Beginners) servicing approximately 80 ELL students. The After-School classes will meet a total of 44 sessions beginning in November 2013 through April 2014. Classes will meet on Monday, Tuesdays, and Wednesday for 1.5 hours. Group size will be maintained at less than 20 students per teacher. On Mondays, and Tuesdays teachers will target four skills: reading, writing, listening and speaking. On Wednesdays teachers will target mathematical reasoning and problem solving. The ELA program Critical Reading by People's Education, and Solve Stams by Curriculum Associates will facilitate teachers in providing:

- Explicit and intensive instruction
- Scaffolded learning
- Vocabulary instruction - Opportunities to develop vocabulary knowledge in ELA and Math
- Strategies and knowledge to comprehend and analyze narrative and expository texts
- Engaging and structured activities to develop academic language
- Mathematical reasoning. Strategies and knowledge to comprehend and analyze math problem solving
- Self-assessments and goal setting

The assistant principal will communicate with parents, plan and implement professional development for teachers, supervise and support teachers in developing effective learning plans and classroom management techniques. Our goal for the Title III after school program is to help students achieve higher scores on the NYSESLAT, City, and State assessments. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the After-School program.

Part C: Professional Development

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: Coaches, ESL teachers and the school's ESL Assistant Principal will also provide PD to the Title III teachers. Information gained at such conferences will be turn keyed to all ESL teachers. Topics may include but are not limited to the following:

- Interactive teaching using Smart Boards.
- Differentiated instructional strategies in reading and writing during the workshop model
- Data driven instruction
- Strategies needed to prepare our ELL students for the NYSESLAT, and achieve higher scores on all city and state assessments.
- Cognitive Academic Language Proficiency
- Informal and Formal Assessments

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: P.S. 70's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home.

A series of workshops will be held on different topics (times to be announced) to accommodate different schedules.

These workshops will address, but will not be limited to the following:

- Parents will become aware of instructional and testing requirements for their children.
- Parents will become familiar with strategies needed to assist their children with daily homework and becoming proficient in English.

Part D: Parental Engagement Activities

- Parents will become familiar with the ESL learning standards and NYSESLAT assessment.
- Parents will become familiar with the Native Language Arts and English Language Arts performance standards.

Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator (at no extra charge to the Title III program), Math and Literacy coaches, and/or administrators. In addition, outside agencies will be invited to address parents at the parent workshops.

Part E: Budget

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

Allocation Amount: \$

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

