



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** TIMOTHY DWIGHT ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 10X033

**Principal:** MS. LYNETTE SANTOS

**Principal Email:** LSANTOS4@SCHOOLS.NYC.GOV

**Superintendent:** MS. MELODIE MASHEL

**Network Leader:** MS. ROXAN MARKS

**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
Lynette Santos	*Principal or Designee	
Corey Taylor	*UFT Chapter Leader or Designee	
Doris Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jessica Diaz	Member/ Teacher	
Nancy Fuentez	Member/ UFT Secretary	
Wednaud J. Ronelus	Member/ Chairperson	
Ariana Romero	Member/ Parent Secretary	
Carmen Ramirez	Member/ Parent Treasurer	
Reynalda Maceda	Member/ Parent of ELL	
Christina Mercado	Member/ Parent of Special Education	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 10X033

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1075	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	55
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	1	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	90.3%	% Attendance Rate			91.9%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	30.5%	% Students with Disabilities			15.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American			10.1%
% Hispanic or Latino	85.5%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	1.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.3%
% Teaching with Fewer Than 3 Years of Experience	26.6%	Average Teacher Absences			7.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.6%	Mathematics Performance at levels 3 & 4			9.9%
Science Performance at levels 3 & 4 (4th Grade)	80.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	Yes			

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
We have greater consistency in pedagogical practices so that all lesson plans engage students of all ability levels. QR1.2, Page 5. Currently teacher's practices reflect at least 80% with a range of 2.7-3.4 HEIDI. We were able to augment coherence and alignment in the school's curriculum to design lessons that emphasize higher order thinking and identified key standards across the school and scaffold activities to meet the needs of all learners. Promote greater consistency in pedagogical practices so that all lesson plans engage students of all ability levels. QR 1.1-1.2 Page 5.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
We need to continue working on teacher's pedagogy reflected in domains 1-4. We will pay particular attention to Domain 1- Planning and Preparation and Domain 3-Instruction using Data to Inform Instruction.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Time constraints were a challenge. Also finding resources such as consumables and making copies when our copy machine would fail.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Although there were challenges as described we were able to successfully implement the 2012-2013 SCEP goals and they were met at 100%.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
We were met with challenges in the area of resources and time constraints, however all goals outlined in 2012-2013 SCEP were met.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
We currently have 20% of our teachers who are having difficulty with meeting the Citywide expectations in implementing the new Core Curriculum, who are performing at ineffective and developing and are challenged with using multiple entry point to improve student outcomes although a variety of systems/structures and differentiated learning opportunities are in place.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
<ul style="list-style-type: none"> <li>• By June 2014, increase the achievement of students including ELLs and SWDs in grades 3, 4 and 5 in ELA by 6% on NYS ELA assessment.</li> <li>• By June 2014, increase the achievement of students including ELLs and SWDs in grades 3, 4 and 5 in Math by 6% on NYS Math assessment.</li> <li>• By June 2014, increase the achievement of students including ELLs and SWDs in grades 3, 4 and 5 in ELA by 6% on NYS Science assessment.</li> </ul>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Faculty meetings are held monthly to communicate growth, needs and expectations. An agenda is also disseminated to all staff. Beginning in January 2014 the data team will communicate via memo to faculty an updated progress report on how we are meeting out data goals as it relates to student growth. Parent meetings are held monthly to share growth, which include workshops focused on the common core and learning strategies to support students at home. We also conduct weekly Saturday classes for ESL students to specifically target their needs.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If we provide intensive professional development on questioning and discussion techniques, and the six instructional shifts with focused students' interventions, then our students will show a 6% increase in their 2014 Common Core-Based Assessments and have readiness skills for college and careers.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
Collectively with staff, we utilized our action plans, benchmarks, progress monitoring and followed through.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			

1. Focused staff development that targets teachers' needs based on informal and formal observations.
2. Explicit students' interventions using RTI and supplemental resources such as I-ready, Focus, etc.
3. Bi-monthly Progress Report and Goal Setting with families on students' progress for each unit of study (80% of parents are in attendance). Weekly Saturday program, Child ESL and Art Classes integrating Common Core Learning Standards. Monthly workshops for parents on, How to Help your Child at Home, Financial Literacy and Parenting Skills.
4. Utilization of resources such as all personnel to support the goals of the school. Grade Level Facilitators, 4 Coaches , 3 staff developers (2 F-status) and 3 assistant principals provide various professional development opportunities for teachers through teacher team meetings, grade level meetings, lunch and learn, inter-visitations offsite and onsite.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

1. Daily morning Cabinet meeting and daily afternoon 10 minute progress monitoring check in are routinized activities.
2. Weekly instructional Cabinet Meetings will focus on targeted teacher development and review school wide data for action planning.
3. Data Team conducts bi-weekly grade and School-wide analysis to inform curriculum modifications.
4. Weekly Friday Instructional Cabinet meeting will monitor progress and evidences will be reviewed in logs of support.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
1. Strategically provide multiple entry points into curricula so that all learners including high performing students are engaged in appropriate tasks that accelerate learning and give teacher teams opportunities to conduct the deep analysis of student work to inform instructional adjustments that accelerate student learning.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	Decl. 10 &11, 2013	<b>Page Number:</b>	Summary Feedback	<b>HEDI Rating:</b>	E

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 we will strengthen/enhance the work of 80% of our teacher teams to include the deep analysis of student work to inform instructional adjustments that accelerate student learning so that students including ELL's and SWDs will show an increase of 6% on the 2014 NYS ELA and Math assessments.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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<p><b>1. Strategies/activities that encompass the needs of identified subgroups</b></p> <ol style="list-style-type: none"> <li>1. Staff developers will facilitate monthly professional development lesson plan clinic that will provide support with planning lessons that include multiple entry points, emphasize higher order thinking and rigorous questions using Webbs' DOK and support the key standards across the school. Coaches and staff developers will be utilized to provide a six week professional development cycle on how to plan lessons with multiple entry points that emphasize higher order thinking and supports.</li> <li>2. Grade Level Facilitators will lead weekly grade level professional development on how to conduct critical analysis of students' work, calibrate evidences and critical attribute for each performance level. Teachers will norm students' performance levels and use rubrics to give meaningful, actionable feedback to advance students learning. The use of rubrics to give actionable feedback that is aligned to student performance levels and common core learning standards.</li> <li>3. Grade Level Facilitators will provide critical friends weekly professional development using the NYC Inquiry Approach using Gap Analysis Protocols to support rigor in students' learning and lessons that are aligned to the Effective and Highly Effective practices of Danielson's Framework that supports both students' and teachers' creativity, structures that monitor teachers' instructional moves to support students' progress and performance.</li> <li>4. Network support staff will provide professional development on how to use Technology and additional resources for teachers' implementation to engage all learners and prepare students for college and careers. Ongoing professional development will be conducted on goal setting with teachers using the Danielson's Framework for Teaching through a collaborative approach with Network Support staff, administrators and teachers.</li> <li>5. Target AIS will be provided to grades 3-5 students only for 50 minutes on Tuesday and Wednesday in groups reflecting a ratio of 1:5 and 1:7</li> <li>6. We will provide the following after school programs: ELLs After-School Program for Bilingual and ESL Students, Enrichment After-School for Levels 1 and 2 students, Excel After-School Program for Levels 3 and 4 students.</li> <li>7. Purchase Rally Rehearsal for ELA and Math and i-ready yearly subscription for 587 students</li> </ol> <p><b>2. Key personnel and other resources used to implement each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. 2 Literacy Coaches, 1 Math Coach, 1 ELL Coach, 2 staff developers</li> <li>2. 2 Literacy Coaches, 1 Math Coach, 1 ELL Coach, 2 staff developers, 12 Grade Level Facilitators</li> <li>3. 2 Literacy Coaches, 1 Math Coach, 1 ELL Coach, 2 staff developers, 12 Grade Level Facilitators</li> <li>4. Network support staff</li> <li>5. All Teachers (82) and paraprofessionals ( 21) will support the 50 minute tutoring sessions.</li> <li>6.</li> <li>7. 3 Supervisors, teachers, paraprofessionals and school-aides will support Afterschool and Saturday instructional programs.</li> <li>8. Purchase Rally Rehearsal and i-ready yearly subscription for 587 students.</li> </ol>
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### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 80% of teachers will receive Effective Ratings for Domain 1: Planning and Preparation and Domain 3. Instruction. As a result of monthly professional development lesson plan clinics that will support teachers in planning effective lessons inclusive of multiple entry points and DOK that emphasize higher order thinking and supports the key state standards across the school.
2. 80% of teachers will receive Effective Ratings for Domain 3d Instruction: Using Assessment in Instruction as a result of weekly grade level professional development on how to conduct critical analysis of students' work, calibrate evidence for each performance level including critical attributes used to norm students' performance levels and use rubrics to give meaningful, actionable feedback to advance students learning. **The use of rubrics to give actionable feedback will align the state's performance levels.** Lesson plan clinic that will reflect teachers receiving support on how to plan lessons using the data gathered from looking at students' work samples to address learning gaps and advance students thinking and enable teachers to target specific areas of need.
3. 80% of teachers will receive Effective Ratings for Domain 3d Instruction: Using Assessment in Instruction as a result critical friends' weekly professional development using the NYC Inquiry Approach to Gap Analysis Protocols to support rigor in students' learning and lessons that are aligned to the Effective and Highly Effective practices of Danielson's Framework that supports both students' and teachers' creativity, structures that monitor teachers' instructional moves to support students' progress and performance movement.
4. 80% of teachers will utilize technology as a result of focused professional development on how to use and integrate Technology and additional resources to engage all learners and prepare students for college and careers. 80% of teachers will receive Effective Ratings for Domain 4: Professional Responsibilities as a result of ongoing professional development, goal setting and teacher's action plans using the Danielson's Framework for Teaching through a collaborative approach with Network Support staff, administrators and staff developers.
5. Target AIS will be provided to grades 3-5 students only for 50 minute Tuesday and Wednesday 50 minute in groups of 1:5; 1:7 and 1:5.
6. We will provide the following after school programs : ELL's After School Program for Bilingual and ESL Students, Enrichment After School for Level 1 and Level 2 students, Excel After School Program for Level 3 and Level 4
7. Purchase Rally Rehearsal and i-ready yearly subscription for 587 students

### **4. Timeline for implementation and completion including start and end dates**

- 1 January 2014 – May 2014
- 2 January 2014 – February 2014
- 3 January 2014 – May 2014
- 4 January 2014 – June 2014
- 5 October 2013-May 2014
- 6 January 2014-May 2014
- 7 January 2014-May 2014

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

1. 2 Literacy Coaches, 1 Math Coach, 1 ELL's Coach, 2 staff developers, will be utilized to provide a six week professional development cycle on how to plan lessons with multiple entry points that emphasize higher order thinking and supports.
2. 2 Literacy Coaches, 1 Math Coach, 1 ELL's Coach, 2 staff developers, 12 Grade Level Facilitators will be utilized to facilitate weekly grade level professional development on how to conduct critical analysis of students' work, calibrate evidences for each performance level and critical attribute and norm students' performance levels.
3. 2 Literacy Coaches, 1 Math Coach, 1 ELL's Coach, 2 staff developers, 12 Grade Level Facilitators will be utilized facilitate the weekly critical friends' professional development using the NYC Inquiry Approach to Gap Analysis Protocols to support rigor in students' learning and lessons that are aligned to the Effective and Highly Effective practices of Danielson's Framework
4. Network support staff will provide professional development monthly to use Technology and additional resources for teachers' implementation to engage all learners and prepare students for college and careers.
5. Rally Rehearsal and i-ready yearly subscription for 587 students
6. Supervisor (3) X 2hrs/day X 60days

- Supervisor (1) X10hrs X 5days
- Teacher (7) X 10hrs X 5 days
- Teachers (16) X 2hrs/day X 60days
- Paraprofessional (4) X 2hrs/day X 60days
- School Aide (4) X 2hrs/day X 60days
- Supervising School Aide (1) X 1hr/day X 60days

7. Materials: Grade 3, 4, 5<sup>th</sup> Common core Math/ELA workbooks for every class ELL NYSESLAT workbooks, notebooks, folders, copy paper

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Quality Review 2013-2014: "strategically provide multiple entry points into curricula so that all learners, including high performing students, are engaged in appropriate tasks that accelerate learning."							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	Dec. 10 &11, 2013	<b>Page Number:</b>	Summary Feedback	<b>HEDI Rating:</b>	E

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>X</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, improve student achievement in core subject areas by enacting rigorous curricula that provides multiple entry points and foster higher order reasoning skills and strategies through questioning and discussion techniques resulting in an increase of 6% on the NYS ELA and Math assessment.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
1. Implement an Inquiry-Based Learning Approach in mathematics, science, social studies and the arts. This hands-on inquiry-based pedagogical approach will be used to help students develop robust understanding of fundamental concepts, ideas and principles and master domain specific content and improve general knowledge. Coaches, grade level facilitators, staff developers, and the administration team will model common core lessons and learning activities which will be utilized in the classroom learning environment that are proven to promote improved student learning. Coaches and classroom teachers will create a dynamic learning network (to promote) school-wide level of high expectation and implement learning activities that are aligned to the rigors of the common core learning standards.	
2. Focus on Verbal Reasoning Skills and Strategies in order to develop academic rigor in English Language Arts. Students will be engaged in learning activities that are designed to help them develop verbal reasoning skills and engage in strategies through questioning and discussion techniques. They will infuse learning technologies to develop deep understanding of textual data in other to develop higher order cognitive skills and strategies. Higher order critical thinking and problem solving skills and	

strategies, such as using accountable talk will be used to assess students' deep understanding of the reading and writing processes in all sub-areas of ELA. Pedagogical staff and other members of the learning community will be actively engage in professional development focusing on questioning and discussion techniques activities that are designed to help them develop their pedagogical knowledge, skills and practices. Learning activities will be designed both vertically and horizontally. This instructional approach will be used to help educators develop robust understanding of curriculum and pedagogy.

3. Technology Integration in the Learning Environment will be integrated in all learning activities in other to effectively differentiate instruction. The classroom-learning environment will reflect 21<sup>st</sup> century approach to teaching and learning in all domains of knowledge. Teachers and Administrators will work collaboratively to develop in house assessments, lesson plans, curriculum units, rubrics, and other pedagogical artifacts that are designed to help students develop higher order critical thinking and problem solving skills and strategies. Targeted professional development for groups of teachers and individuals based on needs of student sub-groups, assessment and informal observations.

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

1. Coaches, grade level facilitators, staff developers, and the administration team.
2. Pedagogical staff and other key members
3. Teachers/Administrators

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

1. By June 2014, 80 % of teachers will be rated Effective on Domain 3: Instruction based on observation data.
2. By June 2014, 80% of teachers will be rated Effective on Component 3b. Questioning and Discussion Techniques using observation data.
3. By June 2014, 80% of teachers will be rated effective on Component 2e. Organizing Physical Space and use of resources based on Advance observation data.

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

1. November 2013- June 2014
2. September 2013-June 2014
3. January 2014-June 2014

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

1. There is not cost associated with this activity
2. There is no cost associated with this activity
3. Supervisor (3) X 2hrs/day X 60days  
Teacher (20) X hr X 2hrs X 60 days

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>x</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

NYC Quality Review 2013-2014, school received a Proficient Rating - Indicated a need to strategically provide multiple entry points into curricula so that all learners, including high performing students are engaged in appropriate tasks that accelerate learning. Rigorous lessons with multiple entry points are needed to provide learning experiences that engage all students and advance them through content, across all grades. Teacher Teams must strengthen and enhance their analysis of student work to inform and implement instructional adjustments / modifications that allow accelerating student learning.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	Dec. 10 & 11, 2013	<b>Page Number:</b>	Summary Feedback	<b>HEDI Rating:</b>	E
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of teachers will receive an Effective or Highly Effective rating in component 3b of the Danielson Framework and 3d Using assessment in instruction as measured by Advance observation data.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

Enhance teacher effectiveness by providing opportunities to engage in critical analysis of student work based on common core aligned criteria and rubrics in order to create a shared understanding of how to develop and implement rigorous curricula.  
 To improve teacher effectiveness by developing a shared understanding of excellence through multi-level professional development opportunities to support the development of questioning and discussion techniques, component 3b of the Danielson’s Framework for teaching.  
 We will continue those practices that have proven effective as per our QR, assuring to further enhance and strengthen said practices – both individualized professional reflective / goal-setting practices concerning pedagogy as well as school-wide / grade-wide collaborative processes concerning analysis and assessment of student work with CCLS-aligned criteria & rubrics - to guarantee that student learning outcomes are improved across all content areas. The outlined goal will be achieved by way of teachers actively participating in each of the following:

1. Weekly Data Talk Sessions focused on Analyzing Student Work / Assessment Data, Danielson 3d. Using Assessment in Instruction to Determine Next Instructional Steps, as well as developing CCLS-aligned Criteria & Rubrics to provide meaningful and actionable feedback to students that supports students in self- and peer-assessment (Thursdays’ 50 min.; organized by Grade Level; English Language Arts and Math portfolios, bi-weekly performance task assessments, item analyses of Acuity periodic assessments and summative assessments, and conferencing notes are some of the data points to be considered for analysis).
2. Weekly Vertical grades Peer Review (organized by common exponents K-5; Teachers participate in inter-class visitations and provide analysis and critique / feedback to improve students’ academic outcomes focusing on components 3b and 3d and attention given to evidence of components in Lesson Planning, the Accountable Talk / Questioning & Discussion Techniques.
3. Weekly Horizontal Common Planning Sessions ,organized by grade levels; Teachers participate in analysis in students’ needs indicated in their bi-weekly assessments and students’ work and make adjustments and modifications of curricula, curriculum maps & pacing calendars to provide support for differentiation.
4. Provide monthly in-house grade level professional development conducted by staff developers & coaches on [Danielson components: 1a-e, 3a & 3c]
  - Effective Lesson-Planning that utilizes DOK for higher order thinking to maximize student engagement to reach all students and meet their academic needs.
  - Utilization of Turn-and-Talk, Think / Pair / Share, and other cooperative small group Accountable Talk and Questioning & Discussion Techniques (3b) – including The Depths of Knowledge questioning categories - to heighten student engagement, improve learning outcomes and foster student ownership for their own learning.
  - Developing & Utilizing CCLS-aligned criteria and rubrics to foster a student-centered classroom environment, where students can self-monitor their individual progress with teacher support and support peers in their assessment / reflection processes as well.
 Itemized 1-on-1 Professional Development conducted by Staff Developers & Coaches in Weekly Intervals on identified Instructional Needs gathered from Informal & Formal Observations from the Administration [Key foci being on Danielson Components: 1a-e and 3a-d]

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

1. Assigned Teacher Grade Level Facilitators and Instructional Coaches / Staff Developers.
2. Assigned Teacher Grade Level Facilitators and Instructional Coaches / Staff Developers.
3. Assigned Teacher Grade Level Facilitators and Instructional Coaches / Staff Developers .

4. Assigned Instructional Coaches / Staff Developers.

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

1. Mid –Point Informal and formal observations conducted by the Administration will show 50% of teachers will perform at Effective with Questioning & Discussion Techniques by January 2014; and 80% of teachers being Effective by June 2014
2. 80 % of logs for follow up on Feedback received from demo lessons executed during inter-visitations within Vertical Peer Review Sessions will show teacher scoring Effective/Highly Effective (Weekly from Sept. 2013 – June 2014)
3. Weekly Instructional Cabinet check in on Support logs and recommendations provided by Instructional Coaches and Staff Developers to the Administration will indicate teacher’s practices showing progress to Effective (Weekly from Sept. 2013 – June 2014)
4. Analysis of student bi-weekly assessment data (Every Thursdays’ 50 minutes - September 2013 – June 2014) and analysis of student Mock ELA & Math assessment data – administered in Jan. 2014 & March 2014 - within the Weekly Data Talk time allotted (see previous) Bi-weekly assessment data will show increase of at least 6% of students scoring level 3 or 4. Analysis of Pre- and Post-Assessment Data from the Go Math! And Ready Gen Curricula over time within the Weekly Data Talk time. Final DRA reading levels and overall performance on NYS standardized exams (3<sup>rd</sup>- 5<sup>th</sup>). (Final Administration & Analysis - May/June 2014) . Analysis of Reading Levels Logs Periodically (On-going – Sept./Oct., Feb./Mar., and May/June, respectively).

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

1. Data Talk – Thursdays’ 50 minutes (Week 1 & 2)- September 2013 – June 2014
2. Weekly Vertical Peer Review – Tuesdays, Wednesdays, Thursdays and Fridays from 8:15AM – 9:20AM from September 2013 – June 2014
3. Weekly Horizontal Common Planning Sessions Thursday’s 50 minutes (Week 2 &3) from December 2013 – June 2014
4. Monthly In-House Grade Level Professional Development Conducted by Staff Developers & Coaches – 50min. to 90min. from December 2013 – June 2014; Itemized 1-on-1 Professional Development conducted by Staff Developers & Coaches in Weekly Intervals – September 2013 – June 2014

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

1. No cost associated with this activity; built within the structure of the school day
2. Common first period prep coverages once a week allows for Weekly Vertical Peer Review Sessions (4 sessions per week x 4 weeks per month)
3. No cost associated with this activity; we built within the instructional day
4. Common prep coverage coordinated by APs (1 day per month, 2 consecutive periods per group = 6 periods total)

**Budget and Resource Alignment**

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

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Based on our 2012-2013 NYC Progress Report, P.S 33x received a Letter Grade C at 5.1 out of 15 index points on the Learning Environment Survey. Our School Leadership Team identified a need for us to improve the school learning environment survey by developing a positive school wide culture that promotes academic and

social emotional growth for each student.

<b>Review Type:</b>	NYC Progress Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Dev
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, develop a positive collaborative school wide culture that promotes academic achievement and social emotional growth that results in a 20% decrease in OORS incidents.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

- Our P.B.I.S. (S.T.A.R.S.) program is to reinforce positive behavior outcomes. Each acronym of S.T.A.R.S. outlines behavioral attributes used within the context of the typical setting of the school community. These acronyms stand for the following: **S.** Safety, **T.** Team Player, **A.** Always Prepared, **R.** Respect, **S.** Stay Focused. As students gain proficiency in the adherence of the behavioral attributes set forth in the S.T.A.R.S. expectations their social and emotional wellbeing is developed, resulting in greater academic success and citizenship. The S.T.A.R.S. matrix is posted in key focal areas within the school community providing accessibility to teachable reference points for both students and staff. Each class has a posted matrix and place where students can store their individually earned stars. Also, each administrator is assigned their own colored star with additional points students can earn.
- Provide an enriched arts program that meets the needs of all students with special emphasis on at risk students. We provide additional Arts Program in school residencies with Dreamyards consultancy. We are also providing in-school residencies with Mr. Wayne. Students will showcase and participate in assembly shows, Holiday Concerts, Gallery Displays, Arts and Dance Festivals, and out-reach to various community organizations such as the Veteran's Hospital, Home of the Aged, Botanical Gardens to name a few.

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

- For our PBIS, Coach (1), guidance counselors, the PBIS team and grade administrators work jointly to present and model the school wide expectations. PBIS store with funded incentives for positive student support services.
- The Arts Leadership Team consists of the Music and Art teachers, Dreamyards Teacher, 4 classroom teachers, the Assistant Principle and Principle. The team meets monthly for an hour to plan initiatives to evolve students creatively and develop their artistic talents. They plan and integrate the arts into the school curriculum within the school day. After school programs also involve Dreamyards and Visual Arts with Mr. Wayne, which works jointly with New York Cares to further, engage students in rich arts, integrated curriculum. This partnership will further support students' social and emotional developmental health and ensure their increased learning capacity.

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

- By June 2014 our OORS report will show a 20% decrease in incidents.
- Our School environment survey will show an increase from letter grade C to a letter grade B or above.

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

- September 2013-June 2014.
- October 2013-June 2014.

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

- PBIS Incentives for each child based on 1-100 STARS to earn of a variety of incentives, such as school supplies, mathematical games, phonics activities and sportsmanship equipment from the PBIS store.
- No cost associated with this activity.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

### Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Based on 2013-2014 District 10 Superintendent’s Goal Setting Meeting with Principals, all schools were advised to increase parents’ engagement in the academic process and deepen their understanding of the Common Core Learning Standards. Meaningful workshops on unpacking and interpreting the Common Core, while engaging parents with hands-on activities aligned to the Common Core Learning will support them with strategies and techniques to help their child at home.

<b>Review Type:</b>	District 10 Superintendent’s Goal	<b>Year:</b>	October 2013	<b>Page Number:</b>	1	<b>HEDI Rating:</b>	E
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#### **Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

To increase parent engagement in the academic process and further develop understanding of the Common Core Learning Standards.

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

1. Common Core Learning Standards Initiatives: We have designed a comprehensive ESL Parent and Child Saturday program to engage parents and members of the learning community in activities that are designed to help their children develop rigorous academic content knowledge, skills and strategies. The program consists of seven facilitators who designed common core-based activities for ELA and Math to help parents understanding the logistic of the common core learning standards in order to effectively help their children in the academic process. Through this parental engagement we will continue to build capacity and strengthen our teacher teams in the deep analysis of student work .Parents participate in cultural literacy projects through “Visual Art with Mr. Nguyen”; which is design to develop personal, cultural, textual and thematic connections within and across genres. Parent will continue to engage in learning activities beyond the classroom setting such as social/cultural events and trips throughout New York City such as: Fordham Library, museums, parks and colleges.
2. Parents’ empowerment: Go Math and ReadyGen curricula program we have enacted in the school is being used to help parent acquisition of English as a Second Language (ESL). During the learning activities they are actively engaged in workshops that are designed to help them understand and utilize common core content knowledge. Integrating our, already successful, parent ESL program with the CCLS initiative will further facilitate, strengthen/enhance our teacher teams thereby accelerating student learning.
3. Bi-monthly progress report and goal setting parent teacher conferences inclusive on parents of SWD in grades 3, 4, and 5 in self-contained setting will participate in progress monitoring meetings, orientation/informational meetings with the IEP/Test coordinator to discuss related issues which includes the progress of their child as outlined in the IEP, Common Core Saturday initiative which will further empower them to meet the academic needs of their child.
4. The home school connection initiative: Grandparents Read to Your Grandchild Class Day, Bi-Monthly Bring a Family Member/Friend to Lunch-open classrooms, Multicultural Thanksgiving Day Feast, Annual Heath Fair, Take a Picture with Santa Claus & Holiday Dinner, Read to Your Child’s Class, Martin Luther King’s African American Acknowledgement, Valentine’s Day Breakfast, March Women’s History Month Acknowledgement, Mother’s Day Celebration, Spring Festival, Graduation Celebration, and Acknowledgement of Father’s Day, teacher parent communication workshops.

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

1. Parents Coordinator , Paraprofessionals, School Aides, Art Instructor
2. Parents Coordinator , Paraprofessionals, School Aides, Art Instructor
3. No cost associated with this activity.

4. Supplies, consumable materials and food for 1000 students and 700 parents for each event

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

1. Parents survey conducted in January 2014 and May 2014
2. Parents survey conducted in October 2013, January 2014 and June 2014
3. Parent Teacher Conference Attendance for each session and teachers' feedback to administration.
4. 80% of parents are in attendance at all home school connection events.

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

1. October 2013-May 2014.
2. November 2013-June 2014.
3. October 2013- April 2014.
4. September 2013-June 2014.

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

1. Saturday ESL/CCLS Parent Initiative Program Budget:
  - a. 3 Paraprofessionals x 2 hrs x 37 program days
  - b. 2 School aides x 2hrs x 37 program days
  - c. 1 Visual Arts Instructor x 2hrs x 37 program days
2. Academic school hours Visual Arts Initiative-Residency Art Instructor
  - a. 1 Visual Arts Instructor 45 mins x 6 classes per days x 86 program days
3. Friday Social and Cultural Literacy Initiative After school
  - a. 1 Art Consultant x 4 hrs x 8 sessions
  - b. 4 Program Assistants x 4 hrs x 8 sessions
  - c. 4 Program School Aides x 4 hrs x 8 sessions

***Budget and Resource Alignment***

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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.)
<p><b>ELA</b></p>	<p>Our Academic Intervention Services program is held Tuesdays &amp; Wednesdays from 2:20-3:10PM serving our 3-5-student population. We have a ratio of 1 teacher for every 8 students in General Education classrooms and 1 teacher for every 3 students in Special Education. In addition we provide one to one tutoring and smaller groups for students that require this format to be successful. ELA/AIS programs we implemented are as follows: programs:</p> <p>-Grades 3-5 implements Ready New York: Math &amp; ELA and KAPLAN ADVANTAGE: ELA &amp; Math Advantage. In addition, we also incorporate a special technology program called I-Ready and Wilson program for our Special Ed. We are currently implementing the technology component of the “Ready New York CCLS” program, which is designed to enhance student’s content knowledge mastery in order to prepare them for the Common Core-based assessments they will take at the end of the school year. As a data driven school, we have collected both summative and formative data and have carried out data analysis using statistical analysis and data mining tools. We incorporate the use of technology by using Smart boards, Smart Camera, Wikis, and Blogs, study Zone.org for specific skills and strategies, which also include student individual</p>	<p>Small group, one-to-one, learning technology (computer)</p>	<p>During the school day</p>

	assessments. We also have a daily vocabulary/word study program in which experience staff personnel works with a small group of students.		
<b>Mathematics</b>	Our Academic Intervention Service Program for Mathematics is held Tuesdays & Wednesdays from 2:20-3:10PM. Focus in Mathematics for Grades K-2 Math Attack, Grades 3-5 Math Navigator. We also incorporate the use of math manipulatives and real world strategies and skills. Some of the additional programs used are, Continental Press Math, Buckle Down Math, Options, during the school day, before and after school, Vacation Enrichment, in groups, guided math, one to one (1-5, 1-10) (4 <sup>th</sup> grade) 1-15 (3 <sup>rd</sup> -5 <sup>th</sup> grade). Our testing grades 3-5 incorporate a test prep session utilizing Options, Comprehension Connections and Focus programs. We are currently using the "Ready New York CCLS" program which is designed to help students develop content knowledge that will be assessed in the Common Core-based assessments this Year. We have been collecting Interim assessments such as Math Acuity, Rally, assessment, Ready New York CCLS ...etc. Data analyses have been carried out using these assessments. As a data driven school, we have been using collected data to design effective intervention in order to prepare students for the CCLS assessments.	Small group, one-to-one, learning technology (computer)	During the School Day
<b>Science</b>	In science, students have been engaged in hands-on inquiry-based activities that are designed to help students develop deep understanding of fundamental science concepts	Whole class, small group, one-to-one, learning technology	During the school day, home using wikis and blogs

	<p>and ideas. Learning technologies are currently been used to help students develop robust understanding of 21<sup>st</sup> Century knowledge and skills. We are currently immersed in Multi-User Virtual Learning game entitled “Virtual Machu Picchu.” This educational game is designed to help students develop sound understanding of the mathematical concepts of place values, numbers and operation in base 10. Students will also engaged in “MKomazi- Saving the Black Rhino” an educational game that is designed to help students develop deep understanding of dynamic ecosystems, conservation and ecological issues that are currently challenging our modern understanding of nature. The educational games are sponsored by the U.S Department of Education.</p> <p>These games are been piloted by Mr. Ronelus who is the science specialist at P.S.33. Mr. Ronelus has created a science club that is designed to help students develop scientific habits of mind and help students develop scientific reasoning skills and become citizen scientists. Students are engaged in learning activities that are meaningful to them. Here is the wiki and blog websites which showcase students works:</p> <p><a href="http://thealchemistclub.blogspot.com/">http://thealchemistclub.blogspot.com/</a></p> <p><a href="http://alchemistclub.wikispaces.com/">http://alchemistclub.wikispaces.com/</a></p> <p><a href="http://alchemistclubrhinoproject.blogspot.com/">http://alchemistclubrhinoproject.blogspot.com/</a></p>		
<p><b>Social Studies</b></p>	<p>Social Studies AIS include providing additional instruction to build a body of knowledge from grade to grade to sharpen geography skills, map reading, reading, writing and speaking skills during the school day integrated with Common Core Replacement Units, to use nonfiction</p>	<p>Whole class, small group</p>	<p>During the school day</p>

	materials Provided through a variety of publishers books that were purchased		
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	Support services include two guidance counselors Ms. Pagan (Pre K – 2 <sup>nd</sup> grade) and Mr. Weisel (additional guidance counselor for 3 <sup>rd</sup> - 5 <sup>th</sup> grade). A comprehensive guidance program that promotes students’ academic and social development.	One-to-one	During the school day

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

4. All elements of the *All Title I Schools* section must be completed\*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

**Professional development is a priority commitment at P.S. 33.** This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Professional development is differentiated based upon teacher strengths and areas for improvement. The Principal at our opening day conference gave teachers a hard copy of Charlotte Danielson Framework with an overview in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team uses a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/school-wide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Lab-site Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Math Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs. Desired Students' Thinking
- Collaborative lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- ESL Methodologies for Math with Lucy West

- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- Common Core State Standards Lab-site Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY

**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).

We have enacted a systemic approach to ensure all staff members of the learning community are actively engaged in inquiry-based activities that are designed to help educators develop content and pedagogical knowledge. In regards to the Common Core Learning Standards, all staff is actively engaged in professional development using webinars, online tutorials, and seminars. The “Go Math! & Ready Gen (ELA) Curricula have technology components that are designed to help educators develop deep understanding of content and pedagogical knowledge. We are currently using a vertical and horizontal pedagogical approach to make sure educators master both content knowledge pedagogical skills and strategies.

**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 Title I consolidated funding is used to support students in temporary housing parent involvement and professional development. Set aside funds per students to cover the cost of supplies and other materials.

**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.).

Orientation sessions in June for parents of children entering kindergarten, school tours are available for parents and students. September half days sessions support student transition to a full day program.

**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.

Common planning periods afford teachers the opportunity to plan lessons, create common formative assessments and make other instructional decisions.

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>033</b>
School Name <b>The Timothy Dwight School</b>		

### 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 <b>Lynette Santos</b>	Assistant Principal <b>Maria Cruz</b>
Coach <b>Nancy Fuentes</b>	Coach <b>Elizabeth Lluveras</b>
ESL Teacher <b>Esther Weinberg</b>	Guidance Counselor <b>Vilma Pagan</b>
Teacher/Subject Area <b>Jennifer Alvarez/Bil</b>	Parent <b>Doris Rodriquez</b>
Teacher/Subject Area <b>Karl Wassman /ESL</b>	Parent Coordinator <b>Denise Ledesma</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>3</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1077</b>	Total number of ELLs	<b>351</b>	ELLs as share of total student population (%)	<b>32.59%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	0	1	1	1	1	1								5
Push-In	3	1	1	1	1	0								7
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>18</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	351	Newcomers (ELLs receiving service 0-3 years)	250	ELL Students with Disabilities	36
SIFE	0	ELLs receiving service 4-6 years	101	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
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	85	0	0	65	0	0	0	0	0	150
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	100	0	21	101	0	15	0		2	201
Total	185	0	21	166	0	15	0	0	2	351

Number of ELLs who have an alternate placement paraprofessional:

### 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	27	27	31	20	16	28								149
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE														0
<b>TOTAL</b>	<b>27</b>	<b>27</b>	<b>31</b>	<b>20</b>	<b>16</b>	<b>28</b>	<b>0</b>	<b>149</b>						

\*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
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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
<b>TOTAL</b>	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	29	31	35	35	28	34								192
Chinese	1		1											2
Russian														0
Bengali														0
Urdu														0
Arabic		1	1			1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		2	1	1								5
<b>TOTAL</b>	30	33	37	37	29	36	0	0	0	0	0	0	0	202

## 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)		7	7	4	13	12								43

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)		40	24	25	18	7								114
Advanced (A)		10	24	29	15	16								94
Total	0	57	55	58	46	35	0	0	0	0	0	0	0	251

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	30	9	2		41
4	37	8	3		48
5	40	12	1		53
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	19	6	14	1	1	1			42
4	24	9	14	3	1		2		53
5	37	14	4	1	2				58
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	4	4	13	2	26	4	4		57
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)	5	2	5	5				
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.

The assessment tools P.S 33 uses to assess early literacy skills for ELLs are Rigby ELL Assessment Elementary Kit, DRA, running records, school wide bi/weekly, Estrellitas spanish assessment kit and cumulative assessments. The school wide assessments provide detailed information on student's literacy progress. The data from the assessments informs the school of the student's strengths and challenges. It also provides data to guide differentiation and small group instruction. The Rigby assesses student's Independent Reading Levels, Writing, Listening and Speaking skills, which correlates to the NYSESLAT modalities . After careful review of our ELL Data we determine that 77% of our ELL students reading levels fall below 2-3 grade levels. We also determine that their English writing skills also lack behind the Non-ELL student population. We do however see a 67% increase in our ELL listening and speaking skills. This is due in part to our school program set up which consists of self contained ESL classes and Bilingual classes that increase the learning strategy skill of translanguaging. We will continue to focus on ELL vocabulary development , reading and writing skills utilizing differentiated instruction with use of RTI and approved research resources that will enhance the instructional practices of our staff and ELL student learning.

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

Our ELL Data is as follows:

K & 1st grade 4% beginners, 21% intermediate , 5 % Advance

2nd Grade 4%beginners, 17% intermeidate, 15% advance ,5%proficient

3rd Grade 1% beginners, 15% intermediate, 15% Advance, .6% proficient

4th Grade 5% beginners, 6% intermediate, 6% Advance, .9%Proficient

5th Grade 4% beginners, 2%intermediate, 6% Advance, 1% proficient

Patterns depicts that more students in grades K & 1 show growth in learning outcomes and Grades 2 & 3 have a greater percentage in testing out of the NYSESLAT. 4th & 5th grades do not produce as well. Part III Assessment Analysis.

Our ELLs are faring better in the English test as compared to the native language test according to our data; Spanish test results 2.1% as compared to English test results 3% accuracy

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](#))

N/A

4. For each program, answer the following:

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

Patterns demonstrate that our students fair well in proficiencies in Grades 4 & 5 for the NYSESLAT exam, but do not fair as well in the ELA exams. This years exams students across the board did not fare well therefore, it is difficult to determine the ratio of ELL with the general population. a. Due to limited vocabulary and life exposure experiences, ELL students experience frustration, anxiety and struggle with English formative assessments. However, a pattern that has been identified, as students move up in grades, they become more comfortable and proficient in the English language.

b. ELL Periodic Assessments data informs school leadership and teachers of student's knowledge and growth. Teachers use this data for instructional planning to guide instruction and differentiation. Through the ELL Periodic Assessments, data has shown that 69% of our students that are proficient in their native language are better able to develop and perform academically.

c. The school has learned that as the student becomes more comfortable in the school environment their frustration and anxiety levels decrease. This helps promote academic performance. The school supports the students' native language with Transitional Bilingual Program, Rigby Assessment, and the Title III ELL Enrichment Afterschool Program. In the classroom the native language is supported with bilingual word walls, technology, bilingual libraries, Estrellitas program bilingual resources and materials.

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.](#))

Most ELLs are placed in self-contained ESL or Bilingual classes. Within those classes, students are tested bi-weekly on skills for their grade level. Teachers then analyze these results to differentiate remediation as needed. Citywide assessments are administered periodically. Teachers check these results in ARIS to see which performance indicators need attention for specific students. Finally, the teacher assesses at the end of each lesson to see which students need additional support with that day's topic. The GO Math program provides specific Tier 1,2, and 3 activities that the teacher can use with these students. Since we are in a transition with new common core curriculum, we include the new ELL common core curriculum into our pacing calendars for instructional planning to include various ESL methodologies. Students assessments are carefully monitored to enable differentiated instruction based on the Tier level of need. In addition, our school has a RTI team which consist of staff members who are qualified in specialty areas to assist in planning a strategic action plan for at risk student.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Depending on student's second language development teachers support language with technology, visual aids, manipulative and auditory resources. Teachers provide learning materials in both English and their native language. Students are instructed on how to transfer content based strategies and skills from native language to English. Cognates are also integrated into content based lessons.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

N/A

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

The following assessments help us to evaluate the success of our ELLs in meeting AYP:

- The Rigby ELL Elementary Assessment Kit
- DRA
- NYSESLAT/LABR
- NYS ELA Exam
- NYS Mathematics Exam
- Student Individual Portfolio
- Bi/Monthly School Wide Assessment
- NYS 4th Grade Science Exam

These assessments are reviewed and evaluated with our ELL Data Inquiry Team members to track the progress of our ELL students. In addition our afterschool ELL program provides students with pre, mid, and post assessments for academic growth. This information is turned key to our ELL/ESL staff members to utilize data for guided instruction.

## Part IV: ELL Identification Process

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

- 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](#).)  
The parents of students enrolled at P.S 33 complete a Home Language Identification Survey (HLIS) during time of registration. Forms are revised by a trained school official, ESL Certified Teacher and/ or Bilingual/ ESL Supervisor to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the replies on the Home Language Identification Survey specify that a language other English is spoken in the child's home, the LAB-R is administered to the child within ten days of registration. Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing, in their native language, if their child is identified as an English Language Learner (ELL). We also test our incoming kindergarten students with an in house

assessment for placement. If student is eligible for ELL services parents are invited to attend an orientation session. This session is conducted in both English and Spanish. They receive information about the programs available at our school and also receive information in regards to ELL programs offered by the DOE. This meeting is conducted twice of month during the months of September, October and November; and throughout the year in an as needed basis by qualified pedagogues. For those parents who missed the orientation, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, and PA President as well as classroom teachers. The results of the identification process for our ELLs determines their entitlement or non-entitlement to our bilingual program. A team of trained personal is engaged in the two step identification process. When a new admit is enrolled in our school a Home Language Identification Survey is administered through an interview process of parent/guardian and student. When the HLIS is administered and if one question of the first page are checked and two questions of the second page is checked, in addition to the informal oral (English/native language) interview of parent/guardian and student, this identifies the student language other than English; the English LAB-R is then administered within the 10 days requirement. If the student does not pass the English LAB-R and his/her home language is Spanish then the Spanish LAB-R is administered in a timely fashion. Should it be determined that the child is an ELL during the intake process he/she is placed in the appropriate bilingual class setting. Based on the results of these test and the parent selection option during Parent Orientation the student placement is reevaluated

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.

P.S 33 offers three instructional programs for English Language Learners:

- Transitional Bilingual Program
- ESL Self-Contained Classroom Program
- Free-standing English as a Second Language (ESL) program

After viewing the Chancellor's Orientation Video for Parents of English Language Learners, we provide assistance for parents to complete the application. In order to ensure parents return the programs selected form we reach out by assigning The Family worker, Parent Coordinator, and various school aides to call parents or meet them during the school day or p.m. dismissal. Once parent's program preference is made, the ELL student is placed in one of the three programs mentioned above. The student's level of English proficiency is considered for program placement. As a result of our Data, 53% of our parents select Transitional Bilingual, 44% select ESL, 3.3% non-responsive. To thrive for 100% parent input, our family worker makes house visits. The results of our data indicate that we maintain bilingual/ ESL programs. We continue to place ELL students in ESL self-contained classes to better provide them with their instructional needs. As parents have expressed an interest in a Dual Language Program, we are currently researching the possibility of creating such a program for incoming Kindergarten students. Since we do not currently offer that program, we provide parents with a list of neighboring schools that do. To ensure that the parents, of our new admits who are ELLs, understand the bilingual program choices that our school offers we provide two formal Parent Orientation Meetings and individual informal meetings throughout the school year as needed. A team of trained personal is engaged in this process. They include the parent coordinator, the bilingual supervisor & AP, the ELL coach, the ESL teacher and members of the school based support team which the assistant principal assigns. In September, as ELL students are being registered we inform parents of the upcoming Parent Orientation Meetings. The structures in place follow: First, during the initial process parents are informed, by the interviewing trained personal, of the up-coming orientation dates in the first week of October. Next, their child receives a formal letter for their parents to attend with the two orientation dates in the first week of October which the ELL coach distributes. An attendance sign in sheet is required and monitored. Then, should a parent not attend the first orientation meeting another letter is sent with follow-up phone calls informing them of the next scheduled date. Parents who attend the meetings are first briefed about the Parent Survey and Program Selection Form and the Parent Orientation Video. They then watch the video, a review proceeds informing them again of the three bilingual program options (TBE, ESL, DL). After such time parents are again informed about the Parent Survey and Program Selection Form; and the TBE & ESL bilingual programs we offer. They are invited to go to the district office for further information regarding the bilingual Dual Language program offered. A question and answer period follows. Parents are then required to complete and submit the Parent Survey and Program Selection forms. Translation during these meetings occurs simultaneously as parents are being informed by the facilitators, the ELL coach and bilingual supervisor, in Spanish.

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 [\[see tool kit\]](#).)

Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing, in their native language, if their child is identified as an English Language Learner (ELL). If student is eligible for ELL services parents are invited to attend

an orientation session. This session is conducted in both English and Spanish. They receive information about the programs available at the P.S 33 school building and also receive information in regards to ELL programs offered by the DOE. This meeting is conducted twice of month during the months of September, October and November; and throughout the year in an as needed basis by qualified pedagogues. For those parents who missed the orientation, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, ELL coach and PA President as well as classroom teachers. In regards to our NYSESLAT test results, parents of identified ELL students are notified as follows:

Entitlement letters are distributed to each student. These letters must be signed by parents and returned. These letters are collected and stored in the Compliance Binder by the ELLs coach. If letters are not returned we redistribute a second notice. In addition, the parent coordinator and Family worker are assigned to follow up by phone and or family home visits. The selection forms are reviewed in conjunction with the HLIS and LAB-R results by the trained personal to ensure that the students are placed in the bilingual program of their parents choice given student's eligibility based on the data results mentioned. The forms are placed in the ELL Compliance Binder and stored in the bilingual supervisor's office. During the month of October letters are distributed to the parents of ELL students as to their child's entitlement to bilingual/ESL services by the ELL coach. The data from the Parent Orientation, LAB-R and RLAT from the ATS report of NYSESLAT results determine eligibility. After analysis of these results letters are distributed to parents of ELLs as to their child's placement, entitlement and or non-entitlement status. Copies are made of the letters and placed in the ELL Compliance Binder then stored in the bilingual supervisor's office. The letters (English & Spanish) are then distributed to students for their parents by the ELL coach

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.

Based upon parent's selection, identified ELL students are placed in either Bilingual or ESL programs. If a parent of a Spanish dominant student does not make a selection, the child is placed in a Bilingual Program. Parents are contacted using the above mentioned methods. Our Family workers, School aides and bilingual Coach reach out to our ELL parents in their native language. The selection forms are reviewed in conjunction with the HLIS and LAB-R results by the trained personal to ensure that the students are placed in the bilingual program of their parent's choice given student's eligibility based on the data results mentioned. The forms are placed in the ELL Compliance Binder and stored in the bilingual supervisor's office. During the month of October letters are distributed to the parents of ELL students as to their child's entitlement to bilingual/ESL services by the ELL coach. The data results from the Parent Orientation, LAB-R and ATS report of NYSESLAT results determine eligibility. After analysis of these results letters (English & Spanish) are distributed to parents of ELLs as to their child's placement, continued entitlement and or non-entitlement status. Copies are made of the letters and placed in the ELL Compliance Binder stored in the bilingual supervisor's office. The letters are then given to students for their parents by the ELL coach. The information of ELL status by ELL coach and pupil accounting secretary is up-dated on the ELPC screen in ATS within 20 days with the student data results. Questions one through four is in-putted from information gained either during HLIS interview, parent orientation or LAB-R.

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.

The followings steps are taken to administer the NYSESLAT:

\* The ELL Data committee and classroom teachers reviews student test Data history to ensure that all entitled students are listed to take the NYSESLAT.

- Testing coordinator meets with participating licensed ELL proctors to review testing procedures and protocol
- Test schedule is distributed to all staff
- Testing locations are identified and provided with materials necessary for test administration

• The Reading, Writing & Listening modalities of the test are administered over a course of the testing mandated dates. Speaking portion of the test are individually administered by a ELL/ESL licensed teacher.

To ensure that the four components of the NYSESLAT are administered properly the ELL coach and Testing Coordinator meet to assure testing procedures are implemented. The procedures are the following: First, a scheduled of testing dates for the four components of the NYSESLAT is out lined by the team, and approved by the principal, within the testing window. Next, parents are sent letters with Spanish translation notifying them of the testing dates. They are also informed through our school's monthly calendar. Then, professional development is provided by the team for teachers and proctors on how to administer the exam. They review testing procedures/protocols, class list identifying students and testing dates. After, the team reviews the RLAT from ATS to sort out the not entitled group or ELLs who have tested-out via LAB-R or prior NYSESLAT scores. Then, the targeted group is identified for testing and is administered all of the four components of the exam according to schedule. Finally, make up dates are provided within the testing window period for those students who were absent during testing.

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. 

Upon review of parent selection forms for the past few years we see the trends indicates that 45% of our ELL parents select Bilingual classes, 53% of our ELL parents Select ESL classes which lead us the create and maintain self contains ESL classes in every grade. We also have parents that have expressed an interest in a Dual Language Program. We are currently researching the possibility of creating such a program for incoming Kindergarten students. Since we do not currently offer that program, we provide parents with a list of neighboring schools that do. Newcomers are identified through the initial registration process and HLIS interview by the trained personal as discussed in Part IV: ELL identification Process of this report. The identified ELL student is placed in a TBE or ESL class at grade level according to the language code on HLIS. New arrivals of grades 3-5 are placed in our newcomer's class and receive bilingual/ESL beginner's instruction including transitional/orientation support. After such time newcomer students are transition into the appropriate bilingual classroom setting (TBE/ESL). They receive additional instructional support by their previous newcomer's class teacher who continues to follow them as needed. Their parents receive Parent Orientation procedures, as indicated in Part IV of this report. SIFE students proceed through the same process as new admits during registration, please refer to Part IV of this report. The Home Language Identification Survey administered for new admits during registration will indicate if student has attended school in the U.S. If so, those in grades 3 or higher identify students as SIFE. At such time an RLAT report through ATS is run to determine student's LAB-R and NYSESLAT results. This information will indicate student's language proficiency level. The student is then placed in the appropriate bilingual program. Parent selection program choice is considered along with the recommendation, gained from the HLIS interview process, of trained personal.

Through collaboration with CUNY- New York State Initiative on Emergent Bilingual (NYSIEB) our ELL staff has been trained to differentiate instruction further for our bilingual students. Within our program models (TBE/ESL) the teachers of ELLs utilize the Translanguaging Approach implementing the multilingual strategies throughout their practices. This approach embraces student's home language as a resource for instruction and second language acquisition. The techniques in this approach combined with our program models ensure all levels of ELLs access to learning content and language within the Common Core Learning Standards. This is especially significant for SIFE/Newcomer students who need further native language academic development. Our long term ELLs (LTE) also benefit by the Translanguaging Approach we use in our bilingual programs. Bilingual/ESL teachers are sufficiently trained to implement the multilingual strategies within their instructional practices. Please refer to Part V section C. Professional Development for further details. Students who are LTE in TBE or ESL program receive instruction according to their academic/language proficiency, as do all of our ELLs. Teachers use the data results of their student's LAB-R or NYSESLAT, gained through ARIS or RLAT report, to determine their student's level of proficiency within the four learning modalities. Teachers use this information to further differentiate instruction by providing the linguistic support as measured by unit hours for beginners, intermediate and advanced ELLs.

# 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])?

Transitional Bilingual classes are organized Heterogeneous by grade. We provide a transitional bilingual program for grades K-5, one class per grade. This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Since we have Heterogeneous Bilingual classes, the classroom teacher immediately plan lessons for differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research base materials, Foundations, Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers Utilize the NYSESLAT and LABR test score data to develop class groups that emphasize peer to peer teaching. The teacher assesses students in both NLA/ESL to monitor progress and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy/skill of the week. Our Bilingual/ESL classes are required to follow the curriculum calendar and incorporate NLA/ESL core standards and methodologies. In order to have our bilingual students retain their native Language skills, we have incorporated a new Bilingual Program for our k-2 bilingual classes. Our teachers are utilizing the "Estrellita Accelerated Beginning Spanish Reading" program. This intense program comes with year long assessments, test and benchmarks for every student. It also incorporates specific time lines that implements the curriculum and monitors students' progress to ensure that 80% of the students are mastering specific skills in their native language. It also has a huge parent component program that requires parents daily involvement in their child's learning. The teacher also reviews students' assessment to plan accordingly. As far as the NLA/ESL instructional component is concerned, teachers decide based on their students' assessment which subject matter to teach in specific language. They all follow the NYS CR Part 154 Mandated Number of units of support for ELL's as required. Students are appropriately evaluated in their native language as classroom teachers in the Bilingual classes develop their assessments/test, quizzes etc in the students native language, Spanish. Our bilingual students also are allowed to select the language preference for their writing pieces that go in their student portfolios.

In the English as a Second Language program we have five self contained classes in grades 1-5 and a push in pull out programs to address the needs of our ELL's in grades K-4. All academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. We have afternoon AIS as well as an after school ELL enrichment program that focuses on building student vocabulary. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches for the entire year. We provide our staff/class with additional resources such as the 'Avenues' foundation's , Finish line for ELL's and getting ready for NYSESLAT and beyond to support instruction in our ESL component. We also utilize technology in our daily instruction. Most teachers have a smart board in their classrooms and 4 computers for students support converting the computer center to listening centers with read aloud stories of various genres. In addition we also have traveling Lab tops on every floor.

Furthermore, students whose parent's exercise the option of withdrawing their children from the Bilingual program receive ESL support from the pull out and push in programs. These students receive service from our licensed certified ESL teachers.

They group students according to their instruction levels, Beginners and intermediate levels 360 minutes 2periods 90 minute block 4x a week, , and advance 180 minutes 1 period 45minutes block 4x a week and plan instruction and needs of students based on assessment test data analysis. They also meet with the classroom teacher to discuss student needs, plan differentiated instruction for each sub group utilizing all of our mentioned resources.

Our school has 1 SIFE student. We take great pride in informing parents of the need to maintain a consistent family atmosphere and the importance of not disrupting formal education. These students are monitored carefully by their classroom teachers and paired up with students of similar backgrounds to help them become acclimated to the new school setting. They also receive intense ESL instruction to further enhance or trigger what was taught in the past.

Our newcomers, ELL students, that are here less than 3 years and are required by the NCLB act to take the ELA state exam, after

one year are targeted to attend afternoon AIS and our Enrichment ELL after-school program. These small subgroup classes allow students to receive one to one instruction based on their academic needs of improvement. We also provide this service to our ELL's of (4-6) years. They are placed in classes based on their level of need and grouped accordingly. Students that are in need of reading and writing skills are provided with rigorous instruction that is researched based to improve the reading and writing skills. It incorporates specific ESL methodologies. We have approximately 2% percent of long term (6 years) ELL's in our school. As our data depict s most of our students reach the proficiency level by the time they reach the upper 4th & 5th Grades.

Once the students have reached proficiency level they are placed in mainstream monolingual education. They are then monitored as long term ELL's. Parent's are notified and are given the option of allowing student's to remain in the Bilingual program or move on into monolingual.

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)?

Transitional Bilingual classes are organized heterogeneous by grade. We provide a Transitional Bilingual program for grades K-5, one class per grade. This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Since we have heterogeneous bilingual classes, the classroom teacher immediately plan lessons for differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research base materials, Foundations, Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers Utilize the NYSESLAT and LABR test score data to develop class groups that emphasize peer to peer teaching. The teacher assesses students in both NLA/ESL to monitor progress and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week. Our Bilingual/ESL classes are required to follow the curriculum calendar and incorporate NLA/ESL core standards and methodologies. In order to have our bilingual students retain their native Language skills, we have incorporated a new Bilingual Program for our k-2 bilingual classes. Our teachers are utilizing the "Estrellita Accelerated Beginning Spanish Reading" program. This intense program comes with year long assessments, test and benchmarks for every student. It also incorporates specific time lines that implements the curriculum and monitors students' progress to ensure that 80% of the students are mastering specific skills in their native language. Teachers also review students' assessments to plan accordingly. As far as the NLA/ESL instructional component is concerned, teachers decide based on their students' assessment which subject matter to teach in specific language. They all follow the NYS CR Part 154 Mandated Number of units of support for ELL's as required. Students are appropriately evaluated in their native language as classroom teachers in the Bilingual classes develop their assessments/test, quizzes etc in the students native language, Spanish. Our bilingual students also are allowed to select the language preference for their writing pieces that go in their student portfolios.

In the English as a Second Language program we have five self contained classes in grades 1-5 and a push in pull out programs to address the needs of our ELL's in grades K-4. All academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches for the entire year. We provide our staff/class with additional resources such as the 'Avenues' foundation's , Finish line for ELL's and getting ready for NYSESLAT and beyond to support instruction in our ESL component. We also utilize technology in our daily instruction. Most teachers have a smart board in their classrooms and 4 computers for students support converting the computer center to listening centers with read aloud stories of various genres. They also have a computer program called Head spout that support our ELL's. We also have traveling Lab tops on every floor.

In addition, students whose parent's exercise the option of withdrawing their children from the Bilingual program receive ESL

support from the pull out and push in programs. These students receive service from our licensed certified ESL teachers. They group students according to their instruction levels, Beginners and intermediate levels 360 minutes 2periods 90 minute block 4x a week, , and advance 180 minutes 1 period 45minutes block 4x a week and plan instruction and needs of students based on assessment test data analysis. They also meet with the classroom teacher to discuss student needs, plan differentiated instruction for each sub group utilizing all of our mentioned resources.

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.

Transitional Bilingual classes are organized by grade. We provide a transitional bilingual program for grades k-5, one class per grade. This program provide academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Strudents with limited English proficiency spend 40 to 45 percent of their time in English language development and remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Once the students have reached the proficiency level they will be placed in mainstream monolingual education. They are then motivated as long term ELL's. Parent's are notified and are given the option of allowing student's to remain in the Bilingual program or move on into monolingual. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week. Our Bilingual/ ESL classes are required to follow the curriculum calendar and incorporate NLA/ ESL common core standards and methodologies. Teachers are also provided with the NYSESLAT test scores and are required to group student based on their levels and abilities. This ensures that our beginners, intermediate and advance students receive instruction in their levels and meet the state mandates. Students are provided math instruction in their Native Language, as well as Social Studies and Literacy. We also incorporate Estrellita to enhance our ELL student phonemic awareness, vocabulary and reading in their native language. In addition we have partnered with CUNY-NYSIEB New York State Initiative Emergent Bilinguals, a project of the Research Institute for the study of Language in Urban Society to assist us in the best practice of ELL/ESL Bilingual instruction. We have incorpated the use of Bilingual word walls, the methodology of Translanguaging and procedural format and protocol to hold ELL Staff meetings.

In the English as a Second Language program we have five self-contained classes in grades 1-5 and a push-in and pull-out programs to address the needs of our ELL's in grades k-4. All academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. We have afternoon AIS, (Academic Intervention Services) that focuses on building student vocabulary. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches the entire year. We provide our staff/ class with additional resources such as the 'Avenues' and Foundations to support instruction in our ESL component. Every class is also provided with listening centers and advocates technology such as smart boards and computers.

In addition, students whose parents excess the option of withdrawing their children from the Bilingual program receive ESL support from the pull out and push in programs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELL students are appropriately evaulated in their native langauge utilizing our school bi-weekly assessments that are translated in their native language in Literacy and math.. Teacher also implements running records using spanish books. Students that are new comers to the school and beginners receive math instruction as well as materials in their native language and are assessed in their native language. In addition all practice assessment materials are provided in spanish
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We have developed a plan as follows for student's needs in each modality.  
Reading:  
Quality academic one-on-one instructional time with students that will help them develop their linguistic, cognitive and cultural skills.  
Hands-on or highly interactive activities directly related to increase vocabulary and grammar. (Increase comprehension use of expository prose) AM/PM, AIS programs  
Adjust Instructional task which will allow students to learn the skills necessary to complete tasks independently.  
Increase use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts,

cooperative learning, peer tutoring, jigsaw text reading and native language support.

Create a non-threatening environment where students feel comfortable taking risks with language

Make connections with content and students' prior knowledge and focus on expanding our students' vocabulary

Writing

Increase writing activities, one-on-one tutoring, push-in, pull-out small group instructions

Depending on student proficiency levels, we offer multiple assessments for students to demonstrate their understanding of the content. i.e project based work, performance-based individual assessments, portfolios, writing assignment, etc.

increase use of graphic organizers, outlines and leveled study guides, to help our students in their writing skills.

Speaking/ Listening

Integrate language and content and infuse socio-cultural awareness.

Increase verbal practices by adjusting student's speech, having them paraphrase and provide analogies to elaborate their responses.

Every classroom has a listening center

Expose students to multiple taped texts, made available for both home and school learning center use.

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).

Our plans are as follows:

SIFE Student: and New Comers:

Based on our school data, we have identified a large number of newcomers, students that have been enrolled in our school system for less than one year and have had little to no experience in a formal classroom/school setting. This lack of formal education has presented our school with many challenges. These students lack the social skills needed to function in a classroom setting as well as academic knowledge of simple letter sounds, word recognition skills, and basic math skills. They are developmentally below in both academic and social skills. We have developed a "New Beginners Bridge Class" in our school to target these immigrant students to further enhance their daily instruction as well as social emotional development. We provide these services to our students in a small classroom setting. We utilize a program called, "Foundations", published by 'Wilson Language training corporation'. This program addresses the essential components of reading instruction by implementing all five areas: Phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. They use a multi-sensory teaching approach, sequential and cumulative, motor memory learning, repetition and feedback. We also incorporate Estrellita program to build language development skills in their native language.

\* We also provide reading and math specialist teachers to push in and work with students.

\* Ensure students are listed in the AIS program to receive additional support with an emphasis on phonics

\* Have the Guidance Counselor and Social worker meet these students to support them with social skills and adapting to a new school.

\* We will also continue to provide intensive English language Instruction for our ELL students that are here a year and a day to prepare them for the ELA exam.

\* ELL's (4-6years) are part of our Data Inquiry Team. Students are giving a Multiple Intelligence tests which determine the student's learning styles, and help generate differentiated instruction. The results of these exams will also help develop effective lessons and instruction to assist teachers.

\* Long term ELLs' 6+ ( N/A)

\* Former ELL's Students are carefully monitored as they mainstream into monolingual classes. Students are provided with extra support and time in their academic as well as social needs.

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?

Our school does not have a Bilingual Special Ed. Class but we do have students of ELL-SWD. As mentioned, our school has a school wide curriculum that is implemented in all of our instructional classes. The key is to provide differentiated instruction for all students at risk. Teacher's are given access and or provided with an ELL-SWD's, IEP plan and implement instruction based not only the academic needs of the ELL-SWD student but also their emotional needs. After review of various DATA assessments tools and carefully monitoring student's progress, if students do not show progress, teachers can refer students to our 'Response to Intervention Team', (RTI). This program is designed as a tiered model of service delivery with interventions provided to all

students who demonstrate a need for support, regardless of whether or not they have an ELL or disability label. This RTI team includes Bilingual, General Ed and Special Ed. educators who monitor data of students that are not reaching their benchmark. Collaborative educational decisions, based on ongoing school, classroom, and individual student data is reviewed to make adjustments to instruction based on data.

Out RTI teams meet Bi-monthly to discuss these matters. In addition our SETTS, Bilingual staff, and ESL teachers meet with classroom teachers, review our school wide curriculum pacing calendar, students assessment data, and their IEP to develop a program schedule as well as lesson plans and materials/resources available. This process allows teachers to provide small group and individualize instruction at an appropriate level for students' language and learning needs.

In addition to complying with the IEP, students with special needs receive authentic meaningful experiences that will allow the opportunity to make connections between what they know and what they are learning by relating classroom experiences to their own lives.

Furthermore, we offer a computer program called "Head Sprout" for our ELL students that require additional tutoring in English Proficiency, reading, writing, and listening. Grade level teachers of ELL-SWD also utilize our Translanguaging Approach with ESL methodology. They carefully review student's individualized educational plan (IEP) to incorporate other strategic approaches that enhance academics learning, such as, Total Physical Response (TPR) and individual student learning styles. In addition, we utilize the phonemic programs Estrellita in Spanish and Foundations in English to assist ELLs gain proficiency in both languages. We use Avenues as grade level materials to further support student content and language acquisition.

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?

Please refer to the above statement in addition our Bilingual Sp Ed. Teacher and ESL license teacher utilizes push in/ pull out ESL services utilizing our school ELL/ESL methodologies along with our new CUNY/NYSIEB initiatives. It is the belief at our school that ELL-SWDs attains English proficiency best within a least restrictive environment. Our curriculum map, pacing calendar and lesson plans include components which indicate differentiation for this learning group using ESL methodology. The ELL coach collaborates with our curriculum team to ensure that ESL methods are outlined. Our school's ELA/Math (Ready Gen/Go Math) program also includes differentiation for this group which teacher's utilizing in their instruction. In addition our school has adapted the Translanguaging Approach which facilitates multilingual strategies for ELL instruction which our Bil/ESL teachers practice. The ELL coach has ensured that all teachers have access to these strategies by providing them with quick tips at a glance, input during PD, common planning, and data analysis when looking at student work. The ELL coach collaborates regularly with the IEP teacher to review whether ELL-SWDs are meeting their IEP goals. Recommendations are given and modifications to their IEP are adjusted as needed. The ELL coach and other ESL staff provide push-in support using the IEP goals as instructional indicators for targeted students in CTT/Sp.Ed, Bil/ESL and general education classes; assigned language para-professionals also provided 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:			

### 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


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

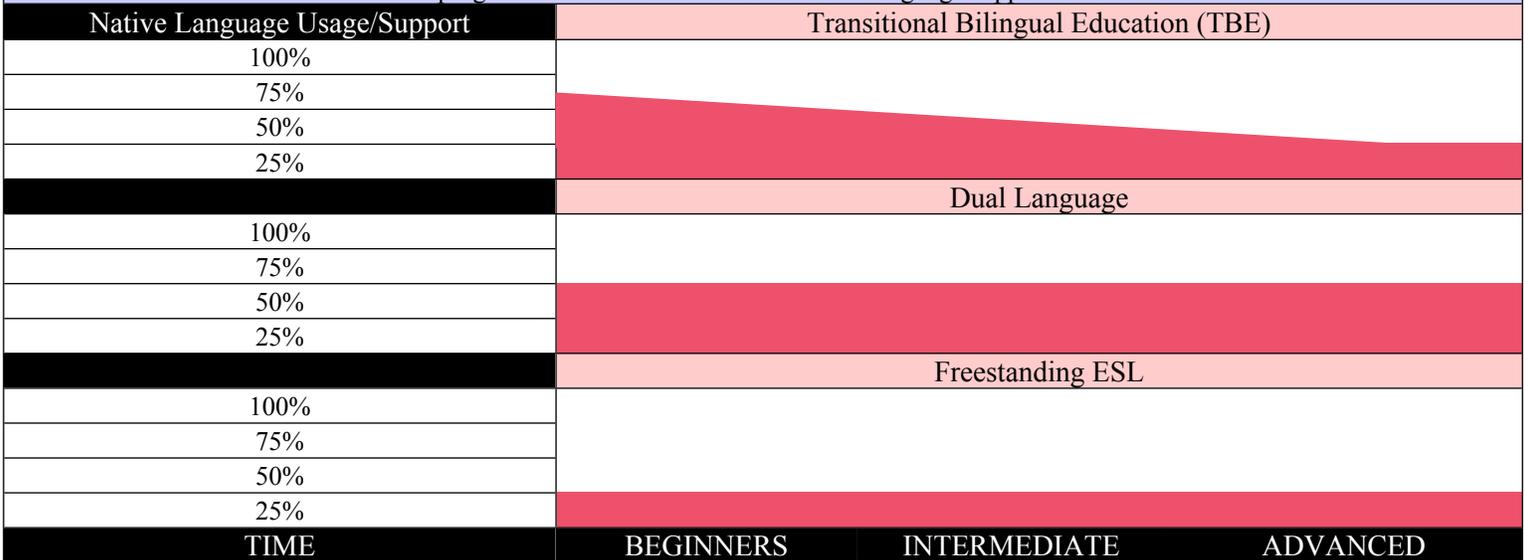
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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.

Our school's Data Inquiry Team, members are as follows; the data specialist, coach, bilingual special needs, ESL, and General Education teachers. Their sub group focus is on ELL students with IEP's. These ELL students with IEP's are in the 4th grade and were chosen for inquiry as a result of a data analysis which depicted that this particular group of students declined in their ELA test scores for the scholastic school year 2012-2013. The data team is providing these chosen students with individualized instruction that is aligned to the common core grade standards. This will be done by drilling down two specific skill sets, vocabulary development and critical thinking with informational text. The data used to find this information will be the item analysis distractor, biweekly and cumulative assessments, and third grade ECLAS details. The team members are designing weekly lessons for students according to this information and the students learning styles. It is the expectation that students will be able to read complex text with purpose and understanding. The instruction and lessons given are then turn-keyed to the staff by setting interclass visit or providing staff with written lesson plans.

In addition we have targeted our ELL testing grade students (3-5) and provide them with a new ELL After-School Program. This intense program provides our students with small group and individualized support in ELA as well as mathematics and science. The classes are developed to allow interdisciplinary instruction as subject matter is not taught in isolation. We include various non-fiction genres that focus on Science and Math.

Our ELL students that are new to school are also included in this program but receive a different curricular. The focus is working on phonic skills in both English and Spanish, their native language. We also provide simple basic math skills with intense math vocabulary in both languages. In regards to our long term proficient ELL students, most are in the top grade 'one class' and are invited to attend our advanced talented and gifted after school program. Our after school programs are offered to all students regardless of their academic status. We fit the student to the program and cater to the needs of the school based on data analysis. We have lots of resources that are utilized throughout the year for our ELL population. Our Bilingual and ESL classroom teachers use Hampton-Brown's Avenues program to help address English reading and writing skills. This program is designed specifically for the ELL student. It is a comprehensive literacy program which provides interesting and motivating stories and non-fiction passages for students while providing practice in the mechanics of the language. Grades k-2 use Foundations, a Wilson language base program which provide explicit cumulative and multi-sensory instruction.

Individual teachers in upper grades (3-5) provide additional support through a host of other programs utilizing technology such as smart-boards, Lab-tops, and computers, enabling them to download programs like Reading A-Z, RAZ kids, and Words their way. Students needing extra support are provided with opportunities to practice sight words, learn new vocabulary, acquire spelling rules that are phonics based, and are given further opportunities for reading and writing while in guided reading groups. The teachers use a combination of ESL strategies and the native language to help students learn topics in the content areas. In addition to all of the mentioned resources, we also provide every ELL class and ESL push in/pullout group with Continental Press Empire State NYSESLAT workbooks to help to help prepare our ELL students for the New York State English as a second language achievement test.

For our ELL Enrichment Program we utilize a new program, Continental 'Finish line for ELL's' common core proficiency practice that focus on linguistic, writing and reading skills. Teacher's incorporate NLA into the program depending on the level and need of the student. The intent is to scaffold instructional techniques to allow ELL students to acquire proficient English language and maintain or build their native language as well. To assist us in our goals for our ELL students we have added the 'Estrellita' Accelerated Beginning Spanish reading program. Another new learning tool is the use of I-pads. The Data Inquiry Team is in the process of developing small group instruction which allows students to work with the I-pads. They will also utilize the I-pads as an assessment tool to monitor student's progress.

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

The newcomers program educates recent immigrant students, who have no or very limited English language proficiency, literacy skills, or formal education. Newcomer programs address the pressing need for core academic skills, so that students can advance closer to age level peers and participate in regular bilingual classes. In addition, they provide a welcoming environment to immigrant students and their families. The program exposes students into American life and orients them to U.S. culture, their new community, and school routines and expectations. Teachers use specialized instructional strategies to address literacy because many students become literate for the first time in English or their first language, although they are beyond the normal age for initial literacy instruction.

Having a Bilingual and ESL class in every grade ensures that we provide our ELL student population with best practice and organize our staff to meet the mandated instructional time as per CR Part 154. Our Bil/ESL classroom teachers instruct students in all academic subjects including science and social studies which are incorporated into our curriculum. All students are placed in Bil/ESL classes with certified licensed teachers to instruct our ELLs. In this class setting students are assessed in their native language and English using pre & post unit assessments and biweekly exams.

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

We are looking and researching into the possibility of creating a Dual language class for our incoming Kindergarten students as parents have expressed an interest in the Dual language program

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

N/A

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

We currently have 4 CBO's that offer after school programs in our school, Dreamyards, Boys scouts, mission Society, Jon Wayne Atrs. All programs accept ELL students and have Bilingual speaking staff for all. In addition we have targeted our ELL testing grade students (3-5) and provide them with a new ELL after-school Program. This intense program provides our students with small group and individualized support in ELA as well as mathematics and science. The classes are developed to allow interdisciplinary instruction as subject matter is not taught in isolation. We include various non-fiction genres that focus on Science and math.

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

Our ELL students that are new to school are also included in this program but receive a different curricular. The focus is working on phonic skills in both English and Spanish, their native language. We also provide simple basic math skills with intense math vocabulary in both languages. In regards to our long term proficient ELL students, most are in the top grade 'one class' and are invited to attend our advanced talented and gifted after school program. Our after school programs are offered to all students regardless of their academic status. We fit the student to the program and cater to the needs of the school based on data analysis. We have lots of resources that are utilized throughout the year for our ELL population. Our Bilingual and ESL classroom teachers use Hampton-Brown's Avenues program to help address English reading and writing skills. This program is designed specifically for the ELL student. It is a comprehensive literacy program which provides interesting and motivating stories and non-fiction passages for students while providing practice in the mechanics of the language. Grades k-2 use Foundations, a Wilson language base program which provide explicit cumulative and multi-sensory instruction.

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language achievement test.

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15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Technology, Bilngual Word Walls, Bilingual Dictionaries, Translated materials, Manipulatives, Instructions are provided in both languages ( See above descriptors)
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All materials utilized in our school are research base that include NYS common core/ ESL /ELL curricular in all grade levels that support our ELL student needs. (see above responses for a more detailed description.)
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.  
New comers Program, Title III Enrichment summer school program for ELLs
18. What language electives are offered to ELLs?  
N/A
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)?

N/A

## 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.

The staff attends Professional Development sessions offered by the ELE Department of Education, our CFN and our school to enhance our students' comprehension of the English language and ESL methodologies. We will also develop our students' academic language proficiency consistently in our daily planning. We have also created a book study group for our ELL staff utilizing the "Balance Reading & Language Learning" A resource for teaching ELL's K-5 by Mary Cappellini. Our focus this year is also to increase awareness and best practice in differentiated instruction. Our Bilingual/ESL committee have created a book club. We are reading "Fulfilling the promise of the Differentiated Classroom", by Carol Ann Tomlinson. In addition our Assistant Principal has attended 3 year series of Professional Development workshop provided by the Literacy Leadership Institute for English Language learners for the office of English Language Learners. This valuable information was and continues to get turnkey during our weekly/monthly in house professional development workshops, Bilingual/ ESL staff meetings and grade level meetings. This ongoing professional development allows us to provide training in ESL methodologies to our entire staff, which includes non-ELL teachers as per Jose P.

Furthermore, in collaboration with CUNY-New York State Initiative on Emergent Bilingual (NYSIEB) Leadership Team, support us in developing and implementing an instructional improvement plan. They provided us with a school support specialist, professional Development in Translanguaging, creating bilingual word walls, modeled lessons for our ELL staff and coach. They also provided technology support and educational resources to support the Bilingual development of students. As a result of our collaboration with CUNY-New York State Initiative on Emergent Bilingual (NYSIEB) our ELL team continues to meet and is scheduled for each Thursday for a 1 ½ period block of this calendar school year. During this time the team is engaged in looking at student work, targeting the Multilingual Strategies from the Translanguaging Approach gained from the intensive professional development at CUNY and in house. We initiated a new position as ELL coach and NYSIEB/Bilingual/ESL Team last year. This team also met as a book study group to read, discuss and implement strategies of Translanguaging; the CUNY facilitators provided further training. To gain proficiency utilizing the multilingual strategies, during these meetings, the team used the Collaborative Descriptive Inquiry (CDI) design, as outlined in the Translanguaging text, to engage in the process. Weekly agendas and minutes for each meeting were documented and are kept in both the bilingual supervisor's and ELL coach's office. Note: some strategies included in the P.D. are, side by side multilingual library, side by side multilingual word wall, side by side cognates, side by side graphic organizers, multilingual student engagement native language discussion. School guidance counselors work with our ELL students on a case by case as need bases.

Our school carefully monitors our ELLs in transition through our Newcomers-New Arrival initiative as stated in Part 5 section A # 6 of this report. This small group of students receives transitional support, and academic intervention also stated in the above section of this report. Our guidance counselors are invited to attend our professional development as discussed in the following page # 8 of this report. The transition for ELL students from elementary to middle school is complex. Most students are apprehensive about taking this mile stone in their lives. We support ELL students move forward, their parents and staff by providing them with the tools, resources and guidance through this transition. Our guidance personal collaborates with teachers of ELLs to discuss the particular needs and interest of our ELLs. They utilize data from assessments, Progress Reports, Report Cards, LAB-R scores, NYSESLAT, state test results, parental input, student's feedback and teacher observation to inform them of each student's needs and interest. Through this discourse they evaluate the programs that middle schools offer to determine which one best meets the needs and interest of our ELLs. For example, schools like The International School for the Liberal Arts and Middle School 45, Aurora Academy; both offer bilingual programs which further support ELLs in language acquisition. The Bronx Dance Academy offers creative arts study.

The parent coordinator and guidance personal use an assembly forum to invite fifth grade parents, teachers, and students to attend a comprehensive conversation about the moving up requirements and the programs that middle schools offer. Translation for ELL parents is provided simultaneously by the members of our vast Spanish speaking staff. During this time personal from the middle schools also present and discuss the various programs their schools offer. We host an open house for parents to introduce them to staff members of middle schools for a questions and answers period and literature distribution. During parent teacher conference tables are set up by the middle school personal to again share with staff and parents information about their programs. After consultation with teachers, students, parents, parent coordinator and participation in all the resources mentioned the guidance personal assist student's with the timely completion and submission of middle school section application forms.

Parents are informed of the dates for the upcoming events through fliers, translated in Spanish, and our monthly calendar of events which the parent coordinator and guidance personal design then distribute to students. We also have posted at strategic areas in the school community upcoming events.

The minimum 7.5 hours of ELL training for all staff, including non-ELL teachers and 10 hours for Sp. Ed. teachers as per Jose P. are provided by the ELL network director throughout the school year scheduled by the office of ELLs (OELL). Teachers are responsible to submit the professional development request form with an e-mail copy of the P.D. training date to their supervisor for approval then the principal signs off. These records are maintained with the school's secretary along with the agenda of the attended P. D. Teachers are advised to keep copies of these forms for their records. In addition, the principal assigns staff developers to provide professional development for individual teachers in house. For ELL training the ELL coach is assigned to teachers and provides instructional support using ESL methodology and multilingual strategies. This training includes modeling, co-teaching, planning, accessing ESL resources and materials. The ELL coach keeps a detailed log of each encounter. Each person receives a copy of the ELL training encounter. The principal is debriefed and a copy of each encounter is given to her secretary to maintain in the Staff/Professional Development Binder.

## 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?

We support ELL parent interest/engagement through our successful initiatives (translation is always provided by any member of our vast bilingual staff) such as:

a. Ongoing communication with our parents through; Bi-monthly Progress Reports, Parent Teacher Conferences and Goal Setting. Parents meet with their child's teacher to discuss their performance in meeting the City, State and Federal standards and assessments (Progress Reports and Report Cards are provided in Spanish for ELLs).

b. To strengthen home and school connections with child, parent, and other staff during school we have recognize and celebrate various holidays and events such as, Grandparents Read to Your Grandchild Class Day, to name a few. Our monthly calendar informs parents of our events and fliers are distributed in Spanish and English by our parent coordinator.

c. Providing professional development opportunities for staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community; our SLT parents are engaged in the teacher effectiveness the protocol planning initiative to gain an understanding on how we can improve our practices, curriculum, and meeting the needs of their children. Note: that the SLT includes a parent representative for ELLs and SWD. Our Saturday Common Core Standard Initiative program is designed to engage parents and members of the learning community in activities that are designed to help their children develop rigorous academic content knowledge, skills and strategies. The program consists of seven facilitators who designed common core-based activities for ELA and Math to help parents understand the logistic of the common core learning standards in order to effectively help their children in the academic process. Five of the facilitators are bilingual which support our Spanish ELL parents in translation.

The Go Math! And Ready Gen curricula program, we have enacted in the school, is being utilized to help ELL parent acquire English Language skills. During the learning activities they are actively engaged in workshops that are designed to help them understand and utilize common core content knowledge.

Parents will continue to engage in learning activities beyond the classroom setting. We will continue to foster parent's knowledge acquisition by exposing parents and their children to social/cultural events and trips throughout New York City such as: Fordham Library, museums, parks and colleges. During these field trips parents and their children attend workshops that help them to solidify their understanding of the common core content knowledge. We include interactive read aloud, strategies for reading before, during and after; ELA/Math games to foster their learning of words/vocabulary. Through these collaborative efforts parents gain proficiency in making connection and linking the CCLS beyond the classroom/school.

Parents participate in cultural literacy projects through a CBO, "Visual Arts Program; which is design to develop personal, cultural, textual and thematic connections within and across genres.

Our parent coordinator is involved in our entire parent out-reach initiatives. She works closely with our bilingual supervisor, ELL coach, parents and program facilitators, to ensure that parent needs are met. She reviews and keeps a record of parent attendance during their visits. Please refer to Part V section C # 3 for further parent coordinator collaboration. In addition, our family worker has been designated as our language acquisition personnel. She works closely with the parent coordinator to translate any documents and assist with any communications involving ELL parents.

We offer parents multiple opportunities to engage in our school's learning community. Parents are invited to attend specific activities which address their needs through fliers given to students to take home written in English and Spanish. Our monthly calendar also informs them about our up- coming events. Translation is always provided by the language acquisition person, as well as any member of our vast bilingual staff. The following are the parental involvement activities we offer:

1. Common Core Learning Standard Initiative: We have designed a comprehensive Saturday program to engage parents, (translation is always provided for ELL parents by any member of our vast bilingual staff) and members of the learning community in activities that are designed to help their children develop rigorous academic content knowledge, skills and strategies. The program consists of seven facilitators who designed common core-based activities for ELA and Math to help parents understanding the logistic of the common core learning standards in order to effectively help their children in the academic process.

2. Parents empowerment: The Go Math! And Ready Gen curricula program, we have enacted in the school, is being utilized to help our ELL parent acquire English Language skills and comprehend what their children are learning in school to assist them at home. During the learning activities they are actively engaged in workshops that are designed to help them understand and utilize common core content knowledge. Integrating our, already successful, parent ESL program with the CCLS initiative will further facilitate, strengthen/enhance our teacher teams thereby accelerating student learning.

3. Knowledge Transfer:

a. Parents continue to engage in learning activities beyond the classroom setting. We continue to foster parent's knowledge acquisition by exposing parents and their children to social/cultural events and trips throughout New York City such as: Fordham Library, museums, parks and colleges. During these field trips parents and their children attend workshops that help them to solidify their understanding of the common core content knowledge. We include interactive read aloud, strategies for reading before, during and after; ELA/Math games to foster their learning of words/vocabulary. Through these collaborative efforts parents gain proficiency in making connection and linking the CCLS beyond the classroom/school. The ESL facilitators attend these trips and conduct these workshops and provide translation for all involved parents.

b. In addition parents participate in a in cultural literacy projects through a CBO, "Visual Arts Program" which is design to develop personal, cultural, textual and thematic connections within and across genres.

4. Action Plan for Grades 3, 4 and 5: Parent of ELL-SWD in grades 3, 4, and 5 in self-contained setting participate in progress monitoring meetings. Parents with children in these grades are invited to attend orientation/informational meetings with the IEP teacher and bilingual coach, which is available for translation to discuss related issues, that includes the progress of their child as outlined in the IEP. During this time, parents are informed and invited to attend the common core Saturday initiative which further empowers them to meet the academic needs of their child.

In addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our Parent Coordinator is always available to parents who need information regarding their child's education. She keeps the parents informed about the service that their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to schedule meetings. Parents needs are evaluated by reviewing parent surveys, during parent-teachers conference and other forms of assessments. Parent coordinator school participate with various community base organization such as Boy Scouts, birth to 8 programs, literacy Inc. to assists in meeting our ELL parent needs.

We also provide Saturday ESL classes for parents of our ELL community and include childcare services to ensure good attendance. We believe by enhancing parent linguistic skill in the English language it will have a positive impact on our student's academic performance.

## **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.

Finally – How do we know if our program is meeting the needs of Second Language Learners? We have given special academic support to ELLs students and have found the following:

Our school holds high expectations for our learning and personal development of our ELLS

- The curriculum will continue to be integrated across discipline and made real life applications related to student experiences.
- ELLS students become independent learners who can take responsibility for their own learning cooperative learning is used extensively.
- A good majority of our ELL students have exceeded our General Education student population as our last two students to move on to middle school, were Valedictorian and Salutatorian and former ELLs

**School Name: The Timothy Dwight School 33**

**School DBN: 10**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynette Santos	Principal		1/1/01
Maria Cruz	Assistant Principal		1/1/01
Denise Ledesma	Parent Coordinator		1/1/01
Esther Weinberg	ESL Teacher		1/1/01
Doris Rodriquez	Parent		1/1/01
Karl Wassman/ESL	Teacher/Subject Area		1/1/01
Jennifer Alvarez/BIL	Teacher/Subject Area		1/1/01
Nancy Fuentes	Coach		1/1/01
Elizabeth Lluveras	Coach		1/1/01
Vilma Pagan	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **10X033** School Name: **The Timothy Dwight School**

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

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

**Part A: Needs Assessment Findings**

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

We conduct our assessment of written translation needs in our school by reviewing Home Language Survey forms, review ATS data, BESIS reports, distribute the NYCDOE language preference letters, and meet with parents. We have a large Hispanic Bilingual population. Many of our student's parents cannot comprehend the English Language. Since we also have a large bilingual staff we are able to translate all written and oral interpretation s. In addition we utilize the DOE websites to provide us with various written translation information and data

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.

Based on the language surveys forms, BESIS reports, ATS data and parents language preference surveys and meeting s with parents our major findings were that we have a large Hispanic non-English speaking population. We translate all information and disperse it to our school community. All documents are translated in spanish .

## Part B: Strategies and Activities

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

Written Translation is needed on a regular basis in our school to provide parents with vital information that will assist improving our ELLs achievements. Letters and school information plus student's assessments in various subjects must be translated. We also have a large Bilingual staff from School aides, Teachers and Administrators that are always available to orally translate and meet with parents of our Hispanic community. All letters and documents are translated immediately and sent to our entire school community and their families. We utilize our in-house Bilingual staff to translate all documents

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

Oral interpretation services are provided in-house by our school staff . We have school secretaries , family workers, Para-professionals, Teachers and Administrators that are fluent in Spanish. Personnel are always available to meet with our parents for translation.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parent notification requirements for translation and interpretation we provide written translation of all letters and documents that contain vital information regarding school policies students needs etc. In addition, we have a large Bilingual staff population available to assist in the oral translation of meetings etc. We also provide Parent workshops and provide translation. Our parent coordinator is also available to assist and guide our Bilingual parents.

## 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 Timothy Dwight School	DBN: 10X033
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: 250
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: 8
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We plan on implementing an After-School ELL Enrichment program. This program is scheduled for Tuesdays and Wednesdays for 2 hours each day and set to run from November 2012-May 2013. Based on our school data Analysis, LAB-R, NYSESLAT, school student registration, 3rd Grade, E-CLASS assessments as well as Grades 3 & 4 ELA/Math State Exams, we find that there is a need to support student learning and address the needs of the following student Population:

- \* Students with limited verse of the English Language based on the LAB-R
- \* Students that scored in the beginning Level of the NYSESLAT on the modalities of Reading and writing.
- \* Students that scored advanced in NYSESLAT and high level 2 in the ELA and math State test
- \* Students that scored Level 1 & 2 in the NYS Math Exam and are long term ELL's

Each subgroup has a specific program tailored to their needs as follows:

- \* Students With limited English Language based on the LAB-R and our Beginners are provided with the following program:

- \* 'Foundations, Wilson language base program' for English Language development focusing on Phonological Awareness, vocabulary, fluency, sight words and reading and writing comprehension

- \* ELL Proficiency Practice program to address English Language proficiency standards. Materials used are Continental Press, 'Finish Line for ELL's EPC practice. Lessons are developed around specific content topic or themes that are grade level and addressed by core standards.

- \* The Continental Press, Empire State is NYSESLAT also used to help prepare English language learners for the New York State English as a Second Language Achievement Test.

We will have one 3rd grade Bilingual class with (10-15) students and a certified Bilingual teacher, one 4th grade bilingual class with (10-12) students and one certified Bilingual teacher and one 5th grade Bilingual class with (10-15) students and one certified Bilingual teacher

Students that are advanced in the NYSESLAT and scored level 1 & 2 in the ELA/Math state test will be provided with the following:

### Part B: Direct Instruction Supplemental Program Information

\* Avenues, Success in Language, Literacy and Content; A Comprehensive grammar instructional program with extensive practice that leads to oral and written fluency through thematic units that lend itself to our daily schoolwide curriculum

\* Options math Comprehensive and Math Assessments that will enhance student performance based on performance indicators and students areas of weakness through the process of Diagnose, instruct, Practice and test. with the use on manipulatives, and visual aids.

\* Students with also use Getting ready for the NYSESLAT anf beyond. A Program developed by publishers Attanasio & Associates. To enhance skills needed to become proficient in the NYSESLAT.

As well as materials mentioned aboved( in the beginners portion) as they are catered to their grade level and each student's individual instructional level based on their performance indicator, NYSESLAT and classwork. We will have 3 Common Branch teachers for grades 3, 4 & 5 and 2 push in ESL teacher. Each class will consist on 15-20 Students of which the common branch teachers will provide instruction and the ESL teacher will push in to work with small groups utilizing ESL methodolgies and provide intense differentiated instruction.

### 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: Based on our school Report card, school data analysis, student outcomes and teacher feedback, we will utitlize our Title III professional development funding to provide professional development as follows:

\* Profesional Development on Avenues program, lesson planning and Developing Pre-Mid-Post Assessments (2 hour session) Asisstant Principal of Bilingual/ESL staff will facilitate, session will take place one week prior to program.

\* Professional Development ELL Core Curriculum Standards, Use of NYSESLAT Data to plan differentiated Instruction (2 hour session) Bilingual Coach will facilitate, session will take place Dec. 2012

### Part D: Parental Engagement Activities

### 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: This year we would like to provide parents with workshops that will provide them with a clear lens of the expectations , goals and needs of our ELL student population. The following is a list of workshops that we will offer:

- \* NYSESLAT What is it? How does it impact my child's learning? How can I help my child become proficient in the English language? (2 hour workshop). ( Facilitator: Administrator/Coach)
- \* Core Standards: What are they? How does this effect my child's learning? How can I help my child at home? (2hour workshop). ( Facilitators: Bilingual Coach & Parent Coordinator )
- \* Tools for the future: How can I help prepare my child for college? What resources are available to ensure a selection process for a good middle school/High School and College? What is a GPA? How does my child's grade affect him/her in school? (2 hour session) (Facilitator: Guidance Counselor & Bilingual Coach)

### Part E: Budget

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

Allocation Amount: \$

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

**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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		