



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 70, MAX SCHOENFELD SCHOOL, BRONX, NY

DBN (i.e. 01M001): 09X070

Principal: KERRY CASTELLANO

Principal Email: KCASTEL@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: Lynette Guastaferro

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
Kerry Castellano	*Principal or Designee	
Jonathan Alejandro	*UFT Chapter Leader or Designee	
Lillian Gonzalez	*PA/PTA President or Designated Co-President	
Christine Lopez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharda Ram	Member/ teacher, co-chair	
Katharine Toal	Member/ teacher, co-chair	
Jelitsa Hernandez	Member/ teacher, co-secretary	
Shana Davis	Member/ teacher, co-secretary	
Kimberly Midgette	Member/ teacher	
Christanya Prospere	Member/ parent	
Miguelina Burgos	Member/ parent	
Hilda Neri	Member/ parent	
Shirley Young	Member/ parent	
Kendy Javier	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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	
x	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	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)
X	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 09X070

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1388	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	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.5%	% Attendance Rate		% Limited English Proficient	90.5%
% Free Lunch	96.7%	% Reduced Lunch			1.7%
		% Students with Disabilities			11.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			25.2%
% Hispanic or Latino	72.3%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	0.2%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	6.17	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	1.0%	% Teaching Out of Certification			3.1%
% Teaching with Fewer Than 3 Years of Experience	12.4%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.2%	Mathematics Performance at levels 3 & 4			8.4%
Science Performance at levels 3 & 4 (4th Grade)	67.2%	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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	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					
Describe the strengths of your school's 12-13 SCEP.					
The strengths of the school's 12-13 SCEP is that it was an action plan that was developed by a team of administrators, teachers, staff and parents. The goals were developed with new initiatives from New York State and New York City, specifically the common core curriculum and the Charlotte Danielson Framework.					
Describe the areas for improvement in your school's 12-13 SCEP.					
As noted in 2012-2013 SCEP our areas of improvement included specific components of the Charlotte Danielson Framework, specifically 3b and 3d. There was also an overall improvement in a reduction of superintendent's suspensions, as well as an increase in parent participation.					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
One of the biggest challenges was the introduction of the Common Core Curriculum and the New York State ELA and Math tests and how to incorporate that into our action plan. It was decided to focus on specific components of the Charlotte Danielson Framework in order to be clear and consistent in our academic focus for our school. This will allow for planning of new rigorous curriculum based on CCLS, aligned to new State assessments					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
<ol style="list-style-type: none"> 1. Grade teams were empowered to take greater responsibility for the design and adjustment of new curricula 2. Building capacity since in previous years we had only 4 coaches (2 each for ELA & Mathematics) and last year we installed 8 grade level coaches (5 ELA & 3 Math) who were able to work closely within the grade teams & take a teaching load so as to remain connected to instruction. 3. We drastically reduced the number of Superintendent Suspensions from 12 to 7 across the year 4. We increased parental involvement as compared to previous year's attendance at parent teacher nights and back to school night. 					
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	X	No
If all the goals were not accomplished, provide an explanation.					
New ELA & Mathematics curricula became the baseline for higher standards & college readiness & many of our Grade 3, 4 & 5 students needed additional time to complete the New York State Tests in 2013.					
Did the identified activities receive the funding necessary to achieve the corresponding goals?			X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers and challenges in developing the 2013-14 SCEP are the students' attendance, student holdovers, and the overall improvement of student outcomes.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> • At least 5% increase in percentage of ALL students proficient in ELA up from 5.4% in 2013 • At least 3% increase in percentage of Level 1's to Level 2's, or 16 students. • At least 5% increase in percentage of Level 2's to Level 3's, or 35 students. • At least 3% increase in percentage of Level 3's to Level 4's, or 16 students. • At least 5% improvement in ELL student proficiency in students achieving Level 3 in NYSELA 2013 (15 students) • At least 5% improvement in SWD student proficiency in students achieving Level 3 in NYSELA 2013 (15 students) • At least 5% increase in SWD students achieving Level 2 in Math 2013 (5 students) from Level 1 • At least 5% improvement in ELL student proficiency in students achieving Level 3 in Math 2013 (15 students) • At least 5% increase in IEP students achieving Level 2 in Math 2013 (5 students) from Level 1 • Grade teams and coaches will devise small group strategy and guided sessions to support the bottom 1/3 			

across the grade

- Data specialist will support ongoing analysis by administrators and grade teams to identify students , moving into or out of the designated bottom 1/3 category
- All classroom teachers will use team developed strategies for differentiating support and providing scaffolding for the bottom 1/3 in Mathematics
 - 12% improvement in Math for the bottom 1/3 of students
23 students.
 - 12% improvement in ELA for the bottom 1/3 of students
23 students.
 - At least 80% all kindergarten students will know their sounds & letters and 100+ sight words, or 170 students.

Describe how the school leader(s) will communicate with school staff and the community.

- Faculty Conferences
- Grade Conferences
- Newsletters
- Published Articles
- Additional meetings with parents
- Informal Observations
- Formal Observations

Describe your theory of action at the core of your school's SCEP.

1. We are now into the full implementation phase of the teacher evaluation and development system by instituting a cycle of formative observations accompanied by feedback that will pinpoint areas of satisfactory practice and areas of need based on the 2013 Rubric for the Danielson Framework for Teaching.
2. This year in order to tackle improvements in student outcomes we have prepared the way for meeting higher standards and to ensure that curricula, particularly ELA & Mathematics, are aligned to the Common Core Standards (CCS). At our school we have strategically planned to meet the needs of all our students, especially those students that are struggling or who are English language learners and those students with an IEP.

Describe the strategy for executing your theory of action in your school's SCEP.

1. A whole-school approach has been devised that began with a series of trainings to assist teachers to develop a shared understanding of the Danielson rubric demonstrating clearing what effective teaching looks like in the area we are focused on this year (3b and 3d). Each teacher will have the opportunity to learn about and reflect on their own practice in response to exposure to rigorous teaching and to be supported in actively developing their professional expertise through the cycle of observations accompanied by 1:1 conversations with their supervisor, who will actively support teacher growth through a deeper engagement with these components of the Danielson Framework for Teaching.
2. Our action plan aims to move students toward meeting high standards by providing effective leadership to support teacher growth, boosting teacher effectiveness by shifting classroom practice and thus allowing all our students to experience rigorous instruction. The way that we will assess that we are actually achieving growth and meeting higher standards is by creating systems that allow us to look carefully at evidence of growth. Our Inquiry teams: Writing Team, Small Group Reading Instruction and the Mathematics allows us to scrutinize our student work to locate the gaps where our students are now as compared with where they need to be when at or above grade level. As a result of the multi-pronged process we will be able to make the necessary instructional adjustments at the class and grade level through our weekly grade team meetings K-5. Instructional leaders (principal, assistant principal, coaches) will ensure that time is spent deciding how best to provide multi entry points for our struggling students, ELL students or those students with an IEP.

List the key elements and other unique characteristics of your school's SCEP.

Subgroups inquiry being conducted through our K-5 Writing Team & the Small Group Reading Team has solid support from outside consultants (Generation Ready Literacy Consultant & through the TC PD & units), we are building capacity within our grade level teams to take responsibility, with guidance, for improved outcomes in these areas.

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

1. 4 Supervisors with an instructional focus (Ms. Fisher supervise 2 grades, Mr. Jones supervises 2 grades and Science Curriculum, Ms. Capote supervises ELA Curriculum & one grade, Mr. Todd supervises Special Needs & one grade and each supervisor is responsible for Math and Social Studies Curriculum per grade) & along with the principal will provide the professional guidance for the implementation of the Danielson Framework for Teaching.
2. Our Grade teams each have a dedicated Literacy coach and access to a Math coach thus building professional capacity within the school and providing immediate access to professional development support.
3. Additionally the grade teams have one representative each on the Writing Team that will support development & refinement of instruction and led the gap analysis, goal setting & development of grade level action plan to

achieve their goals. We have structured our Small Group Reading Team similarly aimed at developing buy-in through the inquiry process and ensuring dedicated time is devoted to small group instruction that will support our special needs students.

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. **Improve the rigor and quality of academic tasks aligned to CCLS to effectively challenge all students and close the achievement gap. (1.1)**
2. **Develop pedagogical skills that promote academic rigor and meet the needs of all learners especially ELL and SWD students. (1.2)**
3. **Alignment to Citywide Instructional Expectations (CIE) Targeted areas of the educational program that need to be strengthened, specifically 2b Classroom Environment, 3b Using Questioning & Discussion Techniques & 3d Using Assessment in Instruction.**
4. **In the 2012-13 Progress Report our Student Progress overall was 19.8 and a 'C', Student Performance 4.3 and an 'F', School Environment 2.8 and a 'C' and Closing the Achievement Gap 2.4. Our Overall Score was 29.3 and an 'F'. From this it is clear that improving pedagogical delivery is required to improve Student Progress overall and particularly with respect to Closing the Achievement Gap for our students with disabilities, English Language Learners and Black and Hispanic students.**

Review Type:	SQR, Progress Report	Year:	2013, 2012-13	Page Number:	6, 1	HEDI Rating:	E
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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.

	2.2 School leader's vision		2.3 Systems and structures for school development
	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

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, 95% of teachers will possess a normed understanding of the competencies and the rubric from the Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system for improved pedagogy, by focusing on lesson design, assessment, questioning, and discussion techniques to enhance pedagogical delivery & achievement outcomes for all students - including identified our student subgroups.

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.

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

1. **All teachers will participate in the professional growth practices designed to shift teaching practices to align with the desired Danielson rubric**
2. **All teachers will complete self-reflection regarding their practice within the specified domains of the Danielson rubric**
3. **Supervisors and teachers will set initial professional goals set in IPC to rate their teacher practices as High Effective, Effective, Developing, or Ineffective practice across competencies 3b and 3d to a normed understanding of the Danielson rubric.**
4. **Supervisors conduct 4-6 classroom observations (depending on the option each teacher has selected) to observe practices across competencies, & specifically 3b & 3d**
5. **Cabinet will meet regularly to share how effectively assessment, and questioning/discussion techniques are being used to involve our subgroups in each classroom and how well these techniques support differentiation of instruction in whole class, small group & individual settings**
6. **All teachers will write a minimum of 2-4 Effective lessons in accordance with the Danielson rubric**
7. **All teacher teams will review unit assessments (baselines, midlines, endlines in writing, reading, and math)**
8. **Receive timely & actionable feedback following observations**
9. **Modify practice(s) according to feedback received from observations**
10. **Receive specifically tailored PD support, as required, (in-class support, coaching, inter-classroom visitations, ARIS Learn, mentoring, lunch and learns, etc.)**

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

1. **All teachers**
2. **Supervisors with the teachers on their assigned grades (K-5)**
3. **Principal and 4 Assistant Principals will work on effective classroom observations**
4. **Principals, Assistant Principals and All teachers – including ESL, Bilingual, Special Ed & CIT classes**
5. **Cabinet meetings**
6. **All teachers**

7. All Grade Teams, Coaches & Supervisors (reviewing student assessment information)
8. Supervisors & all teachers
9. All teachers (as required)
10. All teachers (as required), coaches, supervisors, mentors
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. September 2013 to June 14 all teachers will have received timely feedback in line with their chosen option (6 informal observations or 3 informal & 1 formal observation)
2. All teachers completed self-reflection at the time of PD in September/October
3. September/October all teachers will have set 1-2 professional goals, during 1:1 conference with their supervisor
4. September to June
5. Monthly Cabinet meeting agendas and at the end of each observation cycle being conducted by the supervisors
6. September '13 through to June '14 the effective and ineffective lesson/lesson plans will be monitored by supervisors and shared at Cabinet meeting to plan professional support & allocate suitable human (in class support, inter-visitation or material resources (leveled texts, visual resources)
7. October '13, January '13, March '13, June '14. At weekly grade team meetings the agenda will be devoted to reviewing student assessment information, with a focus on our subgroup students (when baseline, midline and endline (or unit) data and work samples can be examined)
8. September to June within the month of the observation each teacher will receive timely & actionable feedback
9. September to June as 1:1 conference with supervisor &/or as part of our scheduled agendas on the weekly grade team meetings
10. September '13 through June '14 each cycle of observations conducted by supervisors will include the timely and actionable feedback & schedule of support will be provided during at the time of the observation feedback if required.
4. Timeline for implementation and completion including start and end dates
1. Whole school PD conducted in September, October 2013 and December 2013
2. Ongoing September 2013 to June 2014
3. September/October 2013
4. Ongoing September 2013 to June 2014
5. November for initial Cabinet review & ongoing (at our monthly cabinet meeting agendas at least 4 scheduled times for review will be set)
6. Ongoing September 2013 to June 2014 at scheduled cabinet meetings the tally of effective or ineffective lesson/lesson plans will be shared
7. Ongoing September 2013 to June 2014, as required
8. Ongoing September 2013 to June 2014, as required
9. October '13, January '13, March '14, June '14
10. Within the month of the observation & feedback (whenever modifications are deemed necessary) Schedule of support will be provided during at the time of the observation feedback if required.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 2013 Danielson Framework & Rubric
2. PD involving resources such as ARIS Learn video & materials
3. Coverage's for mentoring, as required
4. Supervisor's scheduling of observations to ensure targeting of all teacher
5. Scheduling for 1:1 timely & actionable feedback
6. Time scheduled for in class support and planning for teachers, as required
7. Schedule weekly grade team meeting to review student work, to support gaps in understanding teaching practices (based on Danielson Framework)
8.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
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.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X		

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).

1. **Improve the rigor and quality of academic tasks aligned to CCLS to effectively challenge all students and close the achievement gap. (1.1)**
2. **Develop pedagogical skills that promote academic rigor and meet the needs of all learners especially ELL and SWD students. (1.2)**
3. **2013-14 Citywide Instructional Expectations requires us to ensure that the ELA curricular is aligned to the CCS and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.**
4. **5.4% (36 students) all Grade 3-5 students achieved Level 3 or 4. The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in English between 2012 and 2013) was 56.0, while the Median Adjusted Growth Percentile for School's Lowest Third was 70.0. Our student data based on the New York State ELA Test in 2013 indicates a need to raise the bar in line by using the CCS aligned ELA curricular & regular assessment information to assist us to conduct gap analysis & plan for improved outcomes overall.**

Review Type:	SQR, Progress Report	Year:	2013, 2012-13	Page Number:	6, 1	HEDI Rating:	E
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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.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

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, 100% teachers & supervisors will work toward closing curricular gaps in ELA outcomes, by providing dedicated time, resources, and support for teachers to review and adapt Teachers College Units, to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice particularly text-based answers, writing from sources, close & careful reading and academic language and specifically addressing learning needs of our student subgroups (ELL & SWD).

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

1. **All class teachers will receive Teachers' College curricular resources (units of study, mentor texts & all associated curricular materials)**
2. **Use dedicated time at grade team meetings, to review the materials with the support of the supervisor and the Literacy coach**
3. **In grade teams devise planning for multiple entry points for our student subgroups (ELL, SWD & struggling readers/writers), to devise lessons based on the Teachers' College Unit materials**
4. **Conduct TC Running Record (K-2), I-Ready (1-5), Achieve 3000 (targeting ELL population) administered is a baseline for reading in October, as a midline in January, and an endline in May. The baseline student reading assessment information data will be conducted by each teacher on all K-5 students, reviewed and recorded.**
5. **Each teacher will conduct a writing baseline, midline & endlines within the above timeframes.**
6. **Instructional leaders (Principal, supervisors and coaches) will review school state test results particularly by sub group to develop specific school wide ELA/Literacy goals & strategies. They will share these at whole-school & grade team meetings**
7. **Grade teams will review item analysis & adjust lesson plans to support their struggling students (Level 1) & refine their grouping to allow the 'pushable' (high level 2 and 3 students) to advance**
8. **Writing Team (one representative from each grade K-5) will meet 2xmonth to plan, set goals & focus on reviewing student writing samples for gap analysis, especially of our struggling writers & targeted ELL & SWD student subgroups**
9. **PD provided on ESL strategies**
10. **Writing team members will work closely with their respective grade teams to bring the focus onto using the assessment information, gained during the writing baseline assessment & in an ongoing way on the regular review of student writing work samples (resulting from their TC Writing unit), to locate gaps and develop strategies to work on these. The Writing Team will support the inquiry into what teaching practices work and what practices need to be tailored to meet specific learning needs of our struggling and student subgroups**
11. **The work of the Writing Team will culminate in a set of teaching strategies that have been adopted or developed and have been shown (through assessment) to be effective in showing improvement in the majority of cases**
12. **A representative team K-5 (one teacher per grade) will determine which of the Common Core Instructional Shifts that each grade team might focus on. They will work**

closely to devise a set of strategies that they believe will support it, (for instance, Kindergarten is discussing the need to work on encouraging TEXT BASED ANSWERS during their small reading groups).

13. As with the Writing Team the Small Group Reading Team will encourage collaboration and inquiry on their grade teams to develop suitable strategies within their small group work this year. Our inquiry will seek to discover what instructional supports can be used that allow students to fulfill their learning goals & help teachers to track the progress toward the specific Instructional Goal the grade is focused on.
14. (Following the administration of the endline reading assessment & the reading level recorded, outcomes will be reviewed to see which subgroups within the school have shown growth throughout the year.
15. Progress will be evaluated against the grade level standard(s) in both reading and writing at the grade level and at the school-wide level through the Writing and Small Group Reading Teams.
16. Purchase of lap tops and/or computers for each teacher
17. Extended Learning Time Academy afterschool program which targets students struggling in ELA and sub-groups SWD and ELLS (Enrichment under ELT)
18. Saturday Academy program which targets students struggling in ELA and sub-groups SWD and ELLS

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

1. Principal, supervisors literacy coaches, Teachers College consultants, Generation Ready Literacy consultant
2. Literacy coaches, & all teachers
3. Supervisors, Literacy coaches, K-5 Grade teams
4. Teachers using the grade appropriate resource, such as TC Running Record (K-2), I-Ready (1-5), Achieve 3000 (targeting ELL population)
5. All teachers
6. Principal, Grade K-5 Supervisor (A.P.) Literacy Coaches
7. Grade K-5 Supervisor (A.P.), Literacy coaches, Grade teams
8. One representative for each grade becomes a member of the K-5 Writing Team and is released for one period bi-monthly
9. N.Y.Bern Consultant ESL PD
10. Each K-5 Writing Team member, grade level teachers, supervisors, Literacy coach
11. Each K-5 Writing Team member, grade level teachers, supervisors, Literacy coach using the agreed grade level CCS aligned rubric and student work samples for the grade
12. One representative for each grade becomes a member of the K-5 Small Group Reading Team and is released for one period bi-monthly
13. Each K-5 Small Group Reading Team member, grade level teachers, supervisors, Literacy coach using the agreed grade level CCS aligned rubric & work samples being trailed as part of the grade teams focus on improving reading outcomes for all students on the grade & specifically our student struggling readers, ELL & SWD students
14. Supervisors, Literacy coaches, K-5 Grade teams
15. Supervisors, Literacy coaches, K-5 Grade teams
16. All classroom teachers
17. 15 Teachers work in the afterschool program ((Enrichment under ELT)
18. 7 classroom Teachers

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

1. Resources will be distributed to all teachers by November
2. Grades K-5 teams will receive TC materials & review the program with Literacy Coaches during grade level planning time
3. By end of November all Grades K-5 are implementing Teacher College curricular
4. TC Running Record (K-2), IReady (1-5), Achieve 3000 (targeting ELL population) will be administered in October, January, and May as well as writing baseline, midline and endlines
5. By mid-November 2013 grade teams will receive & review the NYSELA item analysis focused on academic trends per grade
6. Baselines, Midlines, and Endlines will be administered, reviewed and recorded by K-5 teachers
7. Lessons planning for differentiation adjusted accordingly-November 2013
8. May-June endline conducted, recorded & uploaded & reviewed at grade teams
9. January onward PD on ESL strategies presented to staff
10. All teachers, supervisors, Literacy coaches and consultants will continually monitoring the reading and writing progress by reviewing and analyzing student assessment information
11. Literacy Coach, Grade 3-5 Supervisor, Grade Leaders and other support personnel (as deemed necessary)
12. Endline Reading and Writing Assessment are conducted in May/June and analysis of student growth over the year to support individual teacher goal setting for 2014-15 school year.
13. All teachers, supervisors, Literacy coaches and consultants will continually monitoring the reading and writing progress by reviewing and analyzing student assessment information
14. Review the endline by reviewing and analyzing student assessment information
15. Reviewing and analyze student assessment information
16. Use of technology in the classroom will be improved over the course of the year due to extra computers in each classroom
17. Baseline, Midline and Endlines are administered throughout the program and reading levels- supporting evaluation report (Enrichment under ELT)

18. Use of NYS ELA rubric to grade student
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September all teachers receive the ELA Teachers College units of study and support materials September to June grade teams meet to review the monthly units of study September to June collaboratively plan, refine and adapt materials to provide multi-entry points for our struggling readers and writers, ELL students and those with an IEP September/October all baseline reading assessments will be conducted, the midline in January, and an endline in May. September/October all baseline writing assessments will be conducted, the midline in January, and an endline in May. Baseline reading assessment and writing assessment conducted in September/October The baseline student reading assessment information data will be conducted by each teacher on all K-5 students, reviewed and recorded. September/October, December/January and May/June Midline reading and writing assessments will be closely examined for student growth & effectiveness of teaching programs – continuous growth is expected to be achieved October through to June Writing Team will meet twice a month to set benchmarks for our analysis of student work January ongoing October through to June will facilitate gap analysis and devise strategies based on grade level CCS aligned writing goals to improve writing outcomes K-5 May/June Writing team develops set of effective strategies for the entire school May/June October through June undertaken by the K-5 Small Group Reading Team May/June endlines collated & evaluated to assess the effectiveness of our writing strategies May/June assess progress on the small group reading strategies Fall of 2013 Program begins in October 2013 and runs through May 2014, runs Tuesdays and Wednesdays (Enrichment under ELT) Program begins in November 2013 and runs through March 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers College materials & resources Teachers College training off school campus Teacher College Consultant Generation Ready Consultant N.Y.Bern Consultant Will purchase laptops, leveled reading books and new Common Core Curriculum, perfect attendance trips and assembly related activities and supplies to support greater parent involvement Per session for participating teachers to conduct planning (Enrichment under ELT). 25 teachers at approximately 200 hours from October - June Grade level Literacy coaches mentor & provide ongoing support for new & nominated teachers 8.Guidance Counselor and teachers will meet with small groups afterschool to work with at risk students and implement positive behavior strategies GC will work 286 hours from Oct – June

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III	Grants
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.										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
x	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	x		

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).
1. 2013-14 Citywide Instructional Expectations requires us to ensure that Mathematics is aligned to the CCL and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.

2. 8.3% (57 students) all Grade 3-5 students achieved Level 3 or 4. The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in Mathematics between 2012 and 2013) was 60.0, while the Median Adjusted Growth Percentile for School's Lowest Third was 78.0. Our student data based on the New York State Math Test in 2013 indicates a need to raise the bar in line by using the CCS aligned Math curricular & regular assessment information to assist us to conduct gap analysis & plan for improved outcomes overall.

Review Type:	SQR, Progress Report	Year:	2013, 2012-13	Page Number:	6,1	HEDI Rating:	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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

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, all K-5 teachers & supervisors will work toward closing curricular gaps in Mathematics outcomes, through the integration of publisher-made materials, 'Go Math', by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

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

1. Receive Go Math curricular resources (Teacher booklet, student workbooks & all associated curricular materials)
2. Teachers (K-5) will be provided with dedicated time to review the materials with Math Coach's support
3. In grade teams devise planning lessons based on the Go Math Unit materials
4. Go Math Mathematics Baseline, Midline and Endline assessments will be conducted to evaluate progress against the grade level standard. It will be recorded and uploaded to Aris in all grades
5. Grade 3-5 NYS Math Test 2013 by grade will be reviewed by grade team to look for trends for areas of need
6. Grade 3-5 NYS Math Test 2013 item analysis (focused on 10 lowest performances against CCL) will be distributed & used to adjust plans accordingly
7. The Simulation assessment will administered to each class (Grades 3-5)
8. 1 further Math Simulation (March 2014) will be administered, results & item analysis distributed for analysis
9. All Math Simulation & Assessment information will be recorded on spreadsheets to allow for comparison across Peer Group as well as to monitor progress
10. Purchase of lap tops and/or computers for each teacher
11. Saturday Academy program which targets students struggling in Math and sub-groups SWD and ELLS ((Enrichment under ELT)

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

1. Math Coach, Grade leaders, teachers
2. Principal, Math Coach, K-2 Supervisor (A.P.), Grade leaders & all teachers
3. Grade leaders & all teachers, Math Coaches
4. All teachers, math coaches
5. Grades 3-5 Supervisor (A.P.) grade leaders, class teachers, coaches
6. Grades 3-5 Supervisor (A.P.), Grade leaders, coaches, and class teachers
7. Math Coach, teachers, supervisor (A.P.)
8. Mathematics Coach, All class teachers
9. Grade 3-5 Supervisor (A.P.), Data Specialist, teachers, math coaches
10. All teachers
11. 7 teachers (Enrichment under ELT)

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

1. Resources will be distributed to all teachers
2. Grades K-5 teams will receive Go Math & review the program with Math Coaches during grade level planning time
3. By end of November all Grades K-5 are implementing Go Math curricular and collaborative planning accordingly
4. All teachers, supervisors, Math coaches and consultants will continually monitoring the math progress by reviewing and analyzing student assessment information
5. By mid-December 2013 grade teams will receive & review the NYS Math NYS Math Test 2013 by grade
6. By mid-December 2013 grade teams will receive & review the NYS Math item analysis focused on academic trends per grade
7. The Simulation assessment will analyzed by each class teacher and Math Coach, and grade level AP

8. The Simulation assessment will analyzed by each class teacher and Math Coach, and grade level AP
9. All simulations assessment data will be recorded & uploaded & reviewed at grade teams for trends
10. Use of technology in the classroom will be improved over the course of the year due to extra computers in each classroom
11. Use of NYS Math rubric to grade student (Enrichment under ELT)

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

1. Resources will be distributed to all teachers by November
2. September to June grade teams meet to monthly to plan and review units of study
3. By end of November all Grades K-5 are implementing Go Math curricular
4. Go Math Baseline, Midline, and Endline will be administered in September, January, and May
5. December 2013
6. Baseline math assessment conducted in September/October
7. January 1014 (Enrichment under ELT)
8. March 2014
9. January and March 2014
10. Fall of 2013
11. Program begins in October 2013 and runs through May 2014, runs Tuesdays and Wednesdays

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

1. Go Math materials & resources
2. Per session for participating teachers to conduct planning
3. Simulation 1 and 2 prepared and distributed for each Grades 3-5 student
4. Tests scored for individual student results & item analysis
5. Go Math Consultant
6. Generation Ready Consultant
7. Grade level Math coaches mentor & provide ongoing support for all teachers (Enrichment under ELT)

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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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.

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

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).

While the QR cited a decrease in referrals and incidents reported this year resulting in a reduction of suspensions, we have observed an increase in OORS Report June 2013, lists superintendent suspensions as 15 for school year 2012-2013.

Review Type:	QR	Year:	2012-13	Page Number:	3	HEDI Rating:	E
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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.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
x	5.4 Safety		5.5 Use of data and student needs

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.

To embed PBIS in the school's culture in order to improve positive behavior by instilling positive interactions among students in order to decrease the Superintendent

suspensions by 4%.

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

1. A PBIS team will be reorganized and remobilized. This team includes all stake holders, such as administration, guidance counselor, school aides, teachers and Parent volunteers.
2. Stake Holders will revisit, evaluate, and revise the school wide PBIS matrix yearly in keeping with the needs and focus of the school and in order to focus on the needs of the school.
3. PBIS goals will be posted in the hallways and classrooms to reinforce positive behavior.
4. Incentives include "Gotcha Jams", extra-curricular periods, celebrations, etc.
5. Teachers will review components of PBIS in classrooms daily and use PBIS in addressing students' behavior.
6. Project Learn is an extra-curricular afterschool program engaging students in enrichment activities to further positive behavior.
7. RTI (response to intervention team) will develop and implement a Behavioral Tiered Intervention System targeting struggling students.
8. A Save Room will be provided

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

1. Administration, Guidance counselor, school aides, teachers and parent volunteers
2. Administration, Guidance counselor, school aides, teachers and parent volunteers
3. PBIS team members
4. PBIS teams members, teachers
5. Teachers
6. Teachers
7. Administration, coaches, teachers
8. Teachers

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

1. PBIS team will meet and discuss feedback from teachers and students on effectiveness of programs put into place
2. PBIS team will meet and discuss feedback from teachers and students on effectiveness of programs put into place
3. PBIS team will discuss the amount of the students attending programs to see if there is an increase or decrease
4. PBIS team will discuss the amount of the students attending programs to see if there is an increase or decrease
5. Teacher feedback given to PBIS team and reviewed at monthly meetings
6. Teachers and student feedback will be reviewed at monthly PBIS meetings to ensure effectiveness of Project Learn Program
7. RTI team will meet with teachers, parents, students, etc. to review action plans put into place for each student
8. Save room teacher will provide feedback and data from Save room program at PBIS meetings

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

1. September 2013
2. October 2013
3. September 2013
4. Monthly starting October 2013
5. Daily
6. Will run Wednesday and Thursday throughout the school year starting in October 2013 and ending in June 2014
7. Core team members meet monthly, and grade level teams meet bi-weekly starting September 2013 and ending June 2014
8. Provided daily starting September 2013 and ending June 2014

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

1. Gotcha cards to encourage and re-enforce positive behavior
2. Incentive celebrations
3. Musical Initiatives
4. Data analysis of oors reports and level and location of infractions
5. Educational incentive prizes

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	Grants
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			x	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).			
<ul style="list-style-type: none"> 2011-2012 New York City School Survey Report, page 6, question 1: How often during the school year have you, been invited to a workshop, program, performance, or other even at your child's school? (8.1) 			
Review Type:	Progress Report	Year:	2012-13
Page Number:	4	HEDI Rating:	E

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.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

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.	
There will be a 3% increase in active parental involvement in their child's education that will result in improved student outcomes as measured by parent outreach, parent participation in meetings, Parent/Teacher conferences, workshops and school events.	

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	
<ol style="list-style-type: none"> School will send home a "Welcome Letter" to parents in with information about the 2013-2014 school year. The Parent Association will send home parent information that includes: a school handbook, chancellor's school rules and regulation, disciplinary code of conduct, immunization requirements, a list of workshops and activities for the upcoming year, 2013-2014 school calendar and other Parent Association information. The school will plan school wide events for the 2013-2014 school year, disseminating information to families about the upcoming events. Grade Level assemblies celebrating students Parent Association will keep a record of outreach to parents and parent attendance for school events. School website is updated periodically to ensure parents are informed of all school events. School provides flyers, door reminders and telephone telecom system to update parents on school happenings. Social Fridays are implemented for additional meetings with teachers and parents on each grade level to inform parents of curriculum and CCLS 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> Principal, parent coordinator, teachers, slt team Parent association members SLT team, teachers, administration, parents association, parent coordinator Teachers, administration Parents Association, slt team 	

- 6. Computer specialist, slt team, parents association
- 7. Administration, parent coordinator
- 8. Teachers, administration

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

- 1. Principal along with SLT team and Parent Association will review results of the Learning Environment Survey
- 2. The Principal and Parent Association will review the number of parents participating in events and check for a 3 % increase from the previous year.
- 3. The SLT team, parent coordinator and Parent Association will provide surveys to the parents to gather information to ensure upcoming events are purposeful
- 4. Parental attendance
- 5. Parents association along with SLT team will review attendance and brainstorm strategies to increase parental attendance
- 6. SLT team will review surveys given to parents and request teacher feedback on success and usefulness of website
- 7. The Principal and Parent Association will review the number of parents participating in events and check for a 3 % increase from the previous year.
- 8. The Principal and Parent Association will review the number of parents participating in social Fridays and request feedback from teachers and parents.

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

- 1. September 2013
- 2. September and October 2013 and ongoing throughout school year
- 3. Ongoing throughout 2013-14 school year
- 4. Each month, beginning October 2013, parents will be provided an opportunity to join in school community celebrations/assemblies.
- 5. Increase the amount of workshops provided to the parents, families and community of the entire school year.
- 6. Bi-monthly
- 7. Monthly
- 8. Quarterly beginning in December 2013

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

- 1. Principal along with SLT team and Parent Association will review school wide parent attendance and the results of the Learning Environment Survey
- 2. Surveys/feedback forms provided to parents and teachers, etc. at events
- 3. Flyers, bulletins, website updates

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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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.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Morning Tutoring • Early Intervention • Extended Learning Time Academy • Saturday Academy • ELA Academy • ELL Academy • Achieve 3000 	<ul style="list-style-type: none"> • Tutoring • Small groups, one to one • Small groups 	<ul style="list-style-type: none"> • Extended School day: Mon, Tues and Wed • Every day, During the school day • Afterschool; Tues/Wed • Saturdays (8:30 -12:00) • Afterschool: Tues. & Wed. • Afterschool: Tues and Wed • During the day; Afterschool
Mathematics	<ul style="list-style-type: none"> • Morning Tutoring • Math Afterschool • Saturday Academy 	Small groups Small groups Small groups	<ul style="list-style-type: none"> • Extended School day -Mon, Tues and Wed • Afterschool • Saturdays
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Program Academic, Behavior/therapeutic Intervention and counseling	<ul style="list-style-type: none"> • Whole/Small groups, one to one • Small groups, one to one 	<ul style="list-style-type: none"> • During the day • During the day

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

19. All elements of the *All Title I Schools* section must be completed*.
11. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
12. 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.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

- **Provide high quality support from coaches and consultants**
- **Build relationships with colleges, ei. Teacher's College, CITE Program, etc.**
- **Participate in high quality ongoing professional development for leaders and principal cabinet**
- **Principal in collaboration with the network will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Integrated Service Center work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.**
- **The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation**
- **Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like.**
- **Staff will be trained to use protocols of looking at student work. Resources from the DOE Common Core library are utilized in professional development sessions.**
- **Teachers are being provided with time and framework for working collaboratively weekly. There are weekly inquiry team meetings around looking at students work.**
- **New teacher are mentored by NYC DOE trained and certified mentors.**
- **Canvas staff from closing schools-with recommendations**
- **Professional development is the chief means of ensuring that all teachers become highly qualified. The school will make provisions for staff to be trained in every initiative which promotes positive behavior. A curriculum for PBIS has been developed which is strategic and focused at addressing all the principles of positive behavior and which gives teachers the tools to provide students with direct instruction in PBIS**
- **Professional development on all instructional expectations both in house and externally.**
- **Collaborative Team meetings**
- **Using faculty and grade meetings as instructional planning times**
- **Establishing goal setting meetings with teachers and timelines for goals assessments**
- **Involve staff in data workshops around student assessments**
- **Create school goals collaboratively around school need assessment and make school goals public**
- **Creating opportunities for inter-visitation among teachers.**

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 will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.

We will showcase teachers' best practices in a variety of ways via lab sites.

We will provide teachers with an array of online professional development options

We will provide teachers with opportunities to collaborate and reflect on teaching practices

We will provide professional development for the new Go Math program and Teacher's College that expands teachers content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress

Professional development that will promote technological literacy and facilitates the effective use of all appropriate technology, use of smart boards, computers, etc.

Professional development is the chief means of ensuring that all teachers become highly qualified. The school will make provisions for staff to be trained in every initiative which promotes positive behavior. A curriculum for PBIS has been developed which is strategic and focused at addressing all the principles of positive behavior and which gives teachers the tools to provide students with direct instruction in PBIS

We will provide ongoing Professional Development on the new NYC Advance evaluation system and the Charlotte Danielson Domains

Professional development will be provided through network and DOE PD resources and workshops such as Charlotte Danielson group, Mentoring, Go Math.

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.).

Funds to support students In temporary housing are used to purchase books that can be brought home, workbooks, supplies, clothing, and basic materials they require for school.

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.).

We present our school to local headstarts and day care programs to present both our school instructional supports and expectations. We sponsor parent meetings where we target specific groups of parents for specific topics. We have a session for special needs parents, ELL students, and general ed. We have an open door policy that allows pre-k parents to transition with their students into their first days of kindergarent. We do initial testing of incoming K students to ensure proper placement.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet in teams to review data and student work. Time is set aside for teachers to meet in teams and the assessments are selected based on our collaboration with Readers and Writers Workshop Lucy Caulkins, and MOSL. The MOSL selection process is a standard process across NYC.

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).

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

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

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

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

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 1st 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 09	Borough Bronx	School Number 070
School Name Max Schoenfield		

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 Kerry Castellano	Assistant Principal Kimberly Fisher
Coach type here	Coach type here
ESL Teacher Michele Silva	Guidance Counselor
Teacher/Subject Area Zulma Bermudez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Brenda Colon
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	-0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	-0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1300	Total number of ELLs	329	ELLs as share of total student population (%)	25.31%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	1	1	1	1	1								7
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	2	1	1	1	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	329	Newcomers (ELLs receiving service 0-3 years)	278	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	49	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	132	0		1	1		0			133
Dual Language										0
ESL	146	0		48			2			196
Total	278	0	0	49	1	0	2	0	0	329
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	29	22	16	23	23	18								131
SELECT ONE														0
SELECT ONE														0
TOTAL	29	22	16	23	23	18	0	131						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	57	45	56	51	41	52								376
Chinese														0
Russian														0
Bengali		1	2	1		1								5
Urdu														0
Arabic														0
Haitian				1		1								2
French		1	2	3	3									9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2	1	4	2								11
TOTAL	57	49	62	57	48	130	0	0	0	0	0	0	0	403

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)	23	10	9	13	20	15								90

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)	18	19	20	24	12	13								106
Advanced (A)	16	20	33	20	16	28								133
Total	57	49	62	57	48	56	0	0	0	0	0	0	0	329

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	44	8	0	0	52
4	58	8	0	0	66
5	53	9	0	0	62
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	34	8	10	7	1	1	2	0	63
4	32	10	12	9	5	2	1	1	72
5	44	21	4	2	1	1	1	0	74
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	2	2	16	9	14	5	3	2	53
8									0
NYSAA Bilingual (SWD)									0

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

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

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

- 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.

We use I-Ready, WRAPS , baselines, Achieve 3000, and Fountas and Pinnell reading levels to assess early literacy skills. We use this data to form grouping and to differentiate instruction within the classroom. Attached is an ELA, Math, and Science graph to provide quantitative data for our ELL population.

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Level 3 + 4
3	43 84%	8 16%	0 0%	0 0%	0 0%
4	56 87%	8 13%	0 0%	0 0%	0 0%
5	54 86%	9 14%	0 0%	0 0%	0 0%

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS MATHEMATICS

Grade	Level 1	Level 2	Level 3	Level 4	Level 3 + 4
3	43 70% 15	24% 2	3% 2	3% 4	6%
4	41 58% 20	29% 7	10% 2	3% 9	13%
5	63 88% 6	8% 2	3% 1	1% 3	4%

ENGLISH LANGUAGE LEARNERS ACHIEVEMENTS LEVELS FOR 2012-2013 NYS SCIENCE

Grade	Level 1	Level 2	Level 3	Level 4	Level 3 + 4
4	11 16%	20 29%	30 43%	8 12%	38 55%

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? In analyzing our ELL data we see one common pattern across all of the grades; the ELL students are increasing in their level of proficiency on the NYSESLAT with each grade level, but not with the ELA or the predictive assessments. The majority of our kindergarten ELL’s place at a beginner proficiency, whereas the majority of our 4th and 5th grade ELL’s place at an advanced proficiency. The assumption would then be made that our ELL’s would achieve a higher Tier on the ELA and/or predictive assessments. However, our data does not yield this trend. The statistics indicate our ELL students, across all of the grades, fall in the Tier 1 (2 levels below grade level) or Tier 2 (below grade level) ranges on all of the ELA and predictive assessments.

The data indicates a distinct need for our ELL students. Possible theories we need to explore are: 1) the need to build up prior knowledge about a variety of non-fiction topics, 2) the need to build up tier two words for understanding and meaning of vocabulary, 3) the need to teach reading comprehension strategies and skills, and 4) the need to review similarities and differences of the formats and stylization of the assessments.

- 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](#))

The modality report is not available in this years RNMR report.

- 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?

The periodic assessments we use are Achieve 3000 and I-Ready we use these assessments for grouping, saturday academy, and to inform instruction. The patterns we see across proficiency levels are that our students are struggling with vocabulary reading and writing. Native language is used in social studies and science as a support for our bilingual students.

- 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](#).)

First we collect qualitative and quantitative data on ELLs' backgrounds and educational contexts to ensure appropriateness of classroom instruction and classroom context.

Then we collect data using I-Ready as a universal screener, interpret data, and determine an academic intervention plan.

Tier One:

Excellent Core Instruction: By analyzing assessment data teachers examine class trends to ensure that most of the needs of the student population are being met. If the data shows that the majority of the children are still working toward meeting a goal than we revisit the core instruction and make modifications for the entire class.

Tier Two:

Double Dose of Same Core Instruction: By analyzing classroom data teachers identify pockets of children who need another round of core curriculum instruction in a smaller group.

Tier Three:

Individualized Intensive Instruction: If the data shows that specific children are not making progress through Tier One or Tier Two approaches than the curriculum is adjusted in a small group setting to meet the individual needs of the student.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We look at the LAB -R depending on the results we make instructional decisions based on their levels as well as confer with the NYSESLAT results.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at NYSESLAT scores to determine when groups of children are making AMAO. We look at AYP results for math and ELA as well as other assessments such as I-ready, WRAPS, units tests'. We monitor our Ell's in each modality to see how they are progressing throughout the year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.
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.

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

Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, along with an invitation to a Parent Orientation

meeting. At that time, the Parent and Bilingual Coordinator inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at PS 70. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish. The timeline in which to complete these services is 10 days.

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

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

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

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

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

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work. Teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic

accountable talk. Both, the Balanced Literacy Model and Go Math curriculum support differentiated instruction in targeting our ELL students. Students participate in shared, guided and independent reading instruction and mini-lessons. Also, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

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.

ELL Identification Process

1. Administer HLIS: The steps we take for the initial identification of ELL students are to administer the HLIS by a trained pedagogue.

2. Oral Interview: We conduct

3. Administration of LAB-R: Once a child is determined to be eligible for LAB-R, we administer the LAB-R test which is hand scored, recorded, and a copy kept on file with the testing coordinator (Ms. Caputo), before returning the grids to the borough assessment officer (Sharon Cahr). Note: Hispanic students who are entitled as per LAB-R are administered the Spanish LAB.

4. Parent Orientation: Based on LAB-R scores, students who are entitled for ELL services receive an invitation letter to invite parents to come to a parent orientation. The bilingual coordinator, ESL teacher, and parent coordinator, conduct the orientation. We show the video in English and Spanish and give a thorough explanation of all three programs offered in New York City, Bilingual, Dual Language, and ESL.

5. Distribution of Parent Option Letter: The parent option letter is given to parents after watching the video. We present the research about each program and its benefits for second language learners. At this time the parent makes an informed decision and completes the parent option form.

6. We continually run the RLER report to identify students who are entitled and ensure that all ELL's take the annual NYSESLAT test an oral interview with the student and parent, if there is no-one to translate in the parents language, we will contact the translation unit.

7. Persons responsible for Intake Process: The people responsible for the intake process are a group of teachers who are trained in the ELL identification process to assist the Bilingual Coordinator (Ms. Bermudez) and the ESL teacher (Ms. Silva).

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.

Question 5

The NYSESLAT is administered to all English Language Learners at PS 70 regardless of physical location of the student, classification as disabled, or number of years of ESL service, until proficiency is reached on the NYSESLAT. Students are identified from the RLER (NYSESLAT Eligibility) report in ATS. Students with disabilities (IEP or 504 plans) are provided with their specific testing modifications. All testing modifications that do not alter the constructs measured by the test are permitted on all the subtests of the NYSESLAT.

The Speaking subtest is administered first. Our school assigns someone other than the student's teacher to administer and simultaneously score the Speaking subtest. The Listening, Reading, and Writing subtests are then administered over a three day period within the window of testing dates provided by the state. PS 70 administers the subtests in this exact order (Listening, Reading, and Writing).

The scoring of the Writing subtest is done in the school as soon as the scoring and training guides arrive. The Writing subtest is scored by a committee of teachers, making sure that no teacher who is a student's teacher of English or ESL scores any of the constructed-response questions in that student's Writing subtest booklet.

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. 

We continually look at the trend within the school over the past few years. ESL and Transitional Bilingual have been the prevalent choice for the past 4 years. Due to an influx of more immigrant students, more parents are choosing ESL as an option. Many of our parents are concerned with their children acquiring English proficiency quickly. The program models offered at our school do represent and are aligned with parent requests.

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])?
1. Our program TBE Transitional Bilingual Education and Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in kindergarten/first grade and ESL Self-Contained classes in grades 3, 4 and 5 receive ESL instruction by ESL certified teachers as a part of their language development and daily academic instruction. In Grade K- 5 ELLs are clustered in a classroom with a certified general education teacher, and an ESL teacher classes switch the ESL teacher teaches ELA and social studies while the general ed teacher teaches math and science. These are ESL self contained classes. While an ESL certified teacher follows the Push-in/Pull-out model. In ICT, Special Education and general education classes ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Balanced Literacy Model and Go Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Achieve 3000, Teachers College and Go Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills. P.S. 70 is a -K through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the ESL teacher or Bilingual teacher administer to the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out (proficient).

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4

modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore are no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

2. 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)?

Organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students in ESL Self-contained classes receive ESL services by their ESL certified teachers during their daily content area instruction. ELLs with IEPs in the Special Education Self-contained classes in grades 3, 4 and 5 receive ESL instruction by certified ESL or Bilingual Special Education bilingual teachers through collaborative planning for for small group ESL instruction. All other ELLs in ICT and general education classes receive ESL services by ESL certified teachers through a Push-in/Pullout Model. In addition, ELL students in grades 3-5 participate in our Extended Day, After-School and/or Saturday programs.

The content area subjects of the core curriculum for all students includes as follows: Literacy, math, science, social studies, health, technology, physical education, art and the ESL program are taught 100% of the time in english.

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.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work, teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our bilingual classes use a variety of assessments such as unit test's in content areas science and social studies and math.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Targeted intervention programs for all ELLs at P.S. 70 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School RTI, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed.. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking . For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.
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).

The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops.

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?

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Think Central technology piece in math ensures every child has their own account and can log in to complete work teachers have an account as well to assess student performance in math., the two computer labs and white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Both, the Balanced Literacy Model and the Go Math curriculum support differentiated instruction in targeting our ELL students. Students participate in shared, guided and independent reading instruction and mini-lessons.

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

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

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?

We have our ESL teacher push-in and pull out students with IEPs requiring ESL services. Many students range from beginner to intermediate requiring 2 units and/or 360 minutes of service. Therefore we are actively looking for an additional ESL teacher to help with the ESL caseload and 2 units of ESL per week. Currently we have 36 students with IEPs requiring ESL services.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

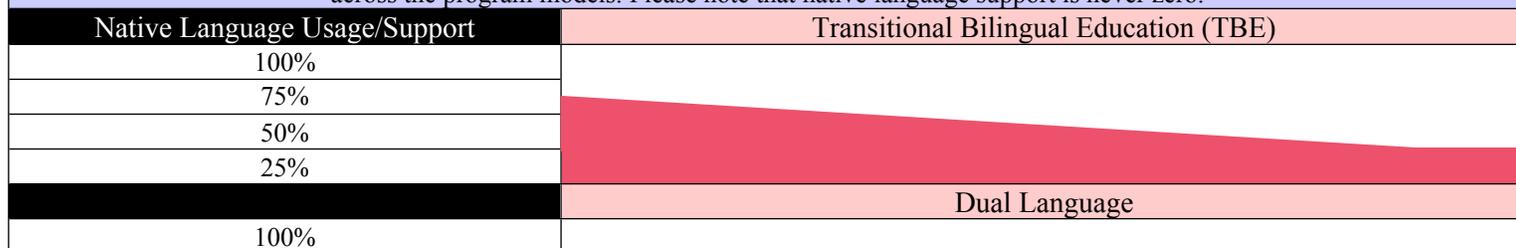
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

All coaches and cluster teachers provide AIS services for students five days per week with a specific focus on holdovers and level 1's in ELA and/or math. Targeted intervention programs for all ELLs at P.S. 70 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School RTI, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

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

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

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

We will have Rosetta Stone back in place as well as English 3D and Daily 5/Café for struggling readers.

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

We will not discontinue any of our programs for ELLs we will only add to our existing programs.

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

All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.

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

Several new software programs are available for all ELLs. These include: Achieve 3000, SMART boards, Starfall and Rosetta Stone, and Think Central. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards and the computer labs. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic skills as well as promote academic growth.

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

Native language arts is taught through science and social studies. Teachers have leveled books in Spanish also in content areas social studies and science. We look at the Spanish RLAB data, ELL test results as well as the science and math exams in Spanish.

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

Paste response to question here:

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.

All ELLs have equal access to the school programs and supplemental services offered in our building. We currently do not have programs offered before the school year. However, our supplemental programs begin early in September. These include: ESL, SETSS, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist,

social worker, psychologist, Extended Day, Literacy After-School, Saturday Program, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, Bread-making workshops Breast cancer Awareness workshops, Health workshops, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

18. What language electives are offered to ELLs?

We offer Spanish TBE to all Ell's.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development and Teacher Support

In order to make sure that all teachers are familiar with the needs of ELLs as well as the sponsored by our Network "Teaching Matters" around working with ELL students.

We also have a bilingual coordinator and ESL teacher who provide continuous support to all ESL and Bilingual teachers.. They provide instruction to the ELL population in a whole class or small group setting.

The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the ESL Teacher/Coach and the Bilingual Coordinator/ , and the CFN 571 "Teaching Matters", RBRN support from Fordham University as well as /and the NYCDOE Office of English language learners provide numerous ELL workshops and other professional development opportunities. This year we are implementing an ELL Institute after school for all teachers to provide professional development for working with English language learners. We will begin with Daily 5/Café strategies for struggling readers. This series of workshops will begin Monday January 6, 2014. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the main office with the Principal.

In order to enhance communication and collaboration among all parties working with ELLs, teachers are regularly invited to attend common planning, curriculum development, and mandatory grade conferences. In these settings, bilingual, ESL, and general education teachers meet to discuss and share instructional strategies. They also participate in curriculum planning on their grade level. During grade meetings, literacy, math, and writing coaches regularly provide supportive services. They continue this support by offering model lessons on a weekly basis. A schedule is posted monthly and all teachers are welcome to attend.

in order to learn strategies necessary to effectively instruct our Ell's, we have provided after school workshops facilitated by our push in ESL teacher. Teachers are additionally invited to attend professional development workshops afterschool.

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 provide workshops for parents of Ell's in the morning, evenings, and weekends as well as adult ESL classes on Saturday's. We partner with Bronx Health Link and provide workshops on diabetes and blood pressure screenings.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 070

School DBN: 9X070

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kerry Castellano	Principal		11/15/13
Kimberly Fisher	Assistant Principal		11/15/13
Brenda Colon	Parent Coordinator		11/15/13
Michele Silva	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Zulma Bermudez	Other <u>Bilingual</u> <u>Coordinato</u>		11/15/13
	Other		1/1/01
	Other		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: 09x070 School Name: Max Schoenfeld

Cluster: 571 Network: Teaching Matters

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

Part A: Needs Assessment Findings

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

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

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

The majority of the LEP students have a home language of Spanish. This constitutes 1/3 of our population. In addition, there are 5 students who speak French, 3 students who speak Bengali. In addition, there are 14 languages classified as others. This information was reported to the school community via newsletters and faculty meetings.

Part B: Strategies and Activities

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

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

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

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

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

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

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

□ New Telephone Informational System

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: PS 70/Max Schoenfeld	DBN: 09X070
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: 184
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: 3
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Total # of teachers 8

3 ESL/Bilingual Certified Teachers - Ms. Silva(ESL), Ms.Colon(ESL), Ms. Bermudez(Bilingual)

2 Teachers have over 20 ESL credits Ms. Davis, and Ms. Pujo

3 Common Branch Licenses- Ms. Jackson, Mr. Alejandro, Ms. Jorawar

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

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

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

During Small Group Instruction:

All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL support services during afterschool.

In response to the analytical results of periodic assessments and state exams for specific Special

Part B: Direct Instruction Supplemental Program Information

Education and ELL designated students, students' whose performance on periodic and formulative assessments resulted in the low or at risk range in Literacy readiness in grades 3-5 are grouped and strategically targeted using explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

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

Description of Our Plan for Continuing Transitional Support

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

New Programs or Improvements for School Year

Our AUSSIE consultant will continue to help us support teachers.

After school and Supplemental Services

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

The Title III supplemental activities we offer after school include, but are not limited to Long-term and Beginner/Intermediate English Language Learner Programs. Grades 1 - 5 beginner/intermediate level ELLs participate in one of our after school programs. The rationale is to provide these students with language background and experience while also strengthening their foundational reading, writing, listening and speaking skills. Three teachers assigned maintain a bilingual or ESL certification and meet with their students Tuesdays and Wednesdays for 2 hrs. The materials that are used are Write Source and Achieve 3000 computer literacy program, I-Ready, Imagine Learning, Getting Ready for the NYSESLAT and ELA test Prep., as well as teaching ESL through Arts and Crafts.

Instructional Materials

Some age and level appropriate instructional materials used to support ELLs after school are; A to Z, Read Works, Ed Helper, Starfall, Achieve 3000, and Write Source. The following publishers and web-based programs are used during guided reading; Starfall, Scholastic, Time For Kids, and Content area materials used to support ELLs during math are Everyday Math, manipulatives, math games, and online math websites. As for science and social studies support is given to ELLs through Time for Kids, Fountas

Part B: Direct Instruction Supplemental Program Information

and Pinnel leveled readers, internet and newspaper articles, Document-based questions, picture dictionaries, visuals, realia, total physical response activities, as well as hands- on approaches to support content and academic vocabulary.

NLA Support

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

Required Services Support and Resources

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

Activities for newly enrolled ELLs

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

Part C: Professional Development

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

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

Begin description here:

Professional Development & Support for School Staff

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

Part C: Professional Development

- Analyzing Data - presented by Roser Salavert.
- o QTEL Workshop - presented by Michele Silva, ESL Teacher (1wk.Seminar at QTEL)
- Scaffolding Strategies to Enhance Your Daily Practice - Michele Silva, ESL Teacher
- Monthly ELL Meetings given by the Network on a variety of topics (Michele Silva our ESL teacher attends these meetings in order to turn-key to the staff.
- o Exposes teachers to student expectations across the grades, in order to better prepare students for the future
- Curriculum Development
- o References to the text “Integrating Differentiated Instruction” by Carol Ann Tomlinson and Jay McTighe
- ESIS Training, Presented by the (IEP Teacher)
- Analyzing Student Data to Drive Instruction
- Achieve 3000 Worksops Series of (4)
- o Strategies for Teacher’s of ELLs
- Accountable Talk for ELLs
- PD on Language Allocation Policy
- Aligning the common core to units of study
- * Common Core Standards ELA & Mathematics
- * Inquiry Work on Student Writing

Spring 2013

- Language Development & Acquisition
- Boosting Vocabulary Acquisition
- Universal Design for Learning
- NYSESLAT Scoring Training K-8
- CTT Collaboration with Positive Conflict Management Association
- Literacy Strategies for ELLs and the Common Core Standards: The Research Based Approach
- Workshop Series: Scaffolding Strategies for ELLs with Ms. Silva

Part C: Professional Development

2012-2013 Workshops

As a method of ensuring performance in the classrooms, all after school teachers join together in receiving professional development. Professional development topics include scaffolding techniques, using data to differentiate, utilizing Bloom's Taxonomy for task analysis and multiple intelligences. Each of the workshops are planned and supported by the administration and are presented by school specialists which include a Bilingual Coordinator and ESL Teacher/Coach. Professional development workshops take place during teacher common preps and PDAs. Service providers' certifications include: Special Education, Common Branch, Math/ELA Content Area, ESL, and Bilingual. Topics that are being offered for the 2012-2013 school year include:

- Monthly ELL Meetings offered through the Network
- Scaffolding Strategies for ELL's

Language Frameworks

Universal Design for Learning

- SESIS Reporting System given by the IEP Teacher
- Using Blooms Taxonomy to differentiate grouping
- * Literature Circles

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

In order to have a common understanding amongst the school community, we have provided a variety of workshops, parent/teacher conferences. All meetings are advertised through a flyer that is sent home with students as well as posted around the school building and on a parent bulletin board. The Parent Association and Parent Coordinator ensure that parents are aware of the various workshops that are being offered at the school. English Language Learners Parent workshops entitled Parents Guide to Understanding our English Lanuage Learners will be held in January, March, and May. The series will include a program overview in January, followed by highlights, updates and home based activities in March and a culminating activity in May which includes next steps for the following year.

A series of content workshops will be coordinated by Ms. Colon (Parent Coordinator) which will include topics such as Math, Writing, Literacy, and Vocabulary Development. These workshops will be facilitated by the RTI Team along with the Parent Coordinator. The following is a tentative list of workshops being offered for the 2012-2013 school year.

- December - Pot luck for parents/ Reuniting Families
- January - Saturday ELA/Math workshops for parents 3rd-5thgr.
- February - Testing Strategies Workshop - Saturday
- March - Evening Workshop Vocabulary Strategies
- April - Targeting Ell parents for NYSESLAT / Science Exam (Evening & Saturday)
- May - Target 2nd gr. parents for Pre-Testing ELA/Math (Evening)
- June - Summer Reading / Literature Workshop (Evening)

Translation services will be offered by the Parent Coordinator Ms. Colon on an on-going basis pertaining to teacher student evaluations and assessments. Ms. Colon will also make use of the Translation Services provided by the New York City Department of Education for languages other than Spanish. Oral and written correspondence will be available for parents in English and Spanish as well as posted on the Parent Bulletin Board on a regular basis.

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)		

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.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		