



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PS71 – ROSE E. SCALA SCHOOL

**DBN (i.e. 01M001):** 08X071

**Principal:** PHYLLIS CALZOLAIO

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

**Superintendent:** TIMOTHY BEHR

**Network Leader:** ELMER MEYERS

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

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

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

**School Information Sheet for 08X071**

School Configuration (2013-14)

<b>Grade Configuration</b>	PK,OK,01,02,03,04,05,06,07,08	<b>Total Enrollment</b>	1698	<b>SIG Recipient</b>	N/A
<b>Types and Number of English Language Learner Classes (2013-14)</b>					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	8
<b>Types and Number of Special Education Classes (2013-14)</b>					
<b># Special Classes</b>	58	<b># SETSS</b>	43	<b># Integrated Collaborative Teaching</b>	94
<b>Types and Number of Special Classes (2013-14)</b>					
<b># Visual Arts</b>	46	<b># Music</b>	61	<b># Drama</b>	24
<b># Foreign Language</b>	19	<b># Dance</b>	23	<b># CTE</b>	N/A
<b>School Composition (2012-13)</b>					
<b>% Title I Population</b>	61.1%	<b>% Attendance Rate</b>			92.8%
<b>% Free Lunch</b>	62.3%	<b>% Reduced Lunch</b>			12.6%
<b>% Limited English Proficient</b>	6.4%	<b>% Students with Disabilities</b>			18.6%
<b>Racial/Ethnic Origin (2012-13)</b>					
<b>% American Indian or Alaska Native</b>	0.8%	<b>% Black or African American</b>			4.5%
<b>% Hispanic or Latino</b>	59.1%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			7.2%
<b>% White</b>	28.2%	<b>% Multi-Racial</b>			0.2%
<b>Personnel (2012-13)</b>					
<b>Years Principal Assigned to School</b>	1.25	<b># of Assistant Principals</b>			4
<b># of Deans</b>	2	<b># of Counselors/Social Workers</b>			6
<b>% of Teachers with No Valid Teaching Certificate</b>	1.6%	<b>% Teaching Out of Certification</b>			15.0%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	21.4%	<b>Average Teacher Absences</b>			9.5
<b>Student Performance for Elementary and Middle Schools (2012-13)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	25.1%	<b>Mathematics Performance at levels 3 &amp; 4</b>			31.3%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	88.6%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			74.3%
<b>Student Performance for High Schools (2011-12)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			100.0%
<b>Credit Accumulation High Schools Only (2012-13)</b>					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
<b>Overall NYSED Accountability Status (2012-13)</b>					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

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

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

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

## SCEP Overview

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

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

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

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The strengths of our school's 2012-2013 SCEP lie in the collaboration from the various constituent groups-parents, teachers, and administration. Each group provided valuable feedback and participated in developing the SCEP, which in turn made the implementation as smooth as possible.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The area of improvement lies in goal #1, which pertains to informals and formals using the Danielson's Framework. Rather than stating all teachers will have at least one formal and three informals, the 2013-2014 goal takes it a step further and focuses on new teachers moving along the Danielson's Framework in a forward direction.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
One challenge was that the priority/focus funds did not come in until late November 2012, so it became rather difficult to create goals mid-year. Had the funds been allocated at the end of the June 2012, it would have made the entire process easier, in terms of planning goals for the 2012-2013 school year and strategically matching funds to activities.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Teachers were on board with all of the goals because it was transparent from the beginning. Through faculty meetings, after school SCEP committees, PTA meetings, everyone knew the school's goals and how the funds were being used to support these goals.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		Yes	X
<b>If all the goals were not accomplished, provide an explanation.</b>			
The SCEP was not finalized until March 2013, so that provided very little time to accomplish all goals.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	Yes	No

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

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
The anticipated barriers and challenges in implementing our school SCEP may be around the timeliness of when the funds can be used. Adjustments to dates and timelines will be made accordingly. The implementation relies heavily on teachers, administration, and parents. Each constituent group must be on the same page in order to successfully address each of the goals.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
For 2013-2014 the student academic achievement targets will focus on the pushable 2s to 3s as well as the lowest third population based on the 2013 NYS ELA and Math exams. ELLs will also remain a focus target for this school year because we continue to have a large population.			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders will communicate school goals and vision with staff and community through various forums. These forums include faculty conference meetings, grade rep meetings, PTA meetings, SLT meetings, and parent coffee klatches. The communication will be ongoing throughout the school year with the administration practicing an open door policy with staff and parents.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Our theory of action is based on the core belief that all students can learn and should be afforded an equal opportunity to fulfill their educational potential.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
One important strategy for executing our theory of action in our school's SCEP is to look at the data for needs assessment. Our data shows that there are quite a number of students from grades 4-8 that fall in the pushable high 2s low 3s category in both ELA and in Math. We are also continuing to focus on goals from last year's SCEP with particular focus around tenet 3-ensuring rigorous and coherent curricula that are aligned to the CCLS. Having a sound curriculum, with multiple entry points will only support all students in achieving gains in the subject areas.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
The key elements of our SCEP centers around student growth and achievement. Our school's SCEP is unique because it relies			

heavily on the collaboration of staff, administration, and parents for successful implementation. For a large school, the SCEP serves to provide a cohesive road map for the year in terms of goals and an action plan on achieving those particular goals. It's a constant reminder for why everyone has a role in providing students with a quality education.

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

Administration and staff will continue to work closely in overseeing and evaluating the goals set forth in the SCEP. Feedback is continuous and revisions and adjustments will be made when necessary. Interim assessments, which are embedded in the NYCDOE recommended curricula will be used to monitor student progress and address any gaps within the curriculum.

## 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).

Based on page 5 of the 2012-2013 Developing School Quality Review, it is recommended that we use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.

<b>Review Type:</b>	Developing School Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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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.

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

### **Annual Goal #1**

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

By June 2014, new teachers will show movement on the Danielson’s Framework from one range of the HEDI rating scale to another as measured by informal and formal observation ratings in Advance.

### **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.

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

1. Professional development workshops on Danielson’s Framework, a research based rubric for teacher effectiveness will be ongoing throughout the entire school year, using TL FSF.
2. Danielson Framework Enhancing Professional Practice will be purchased for all teachers as a resource.
3. The Danielson Group will work with untenured and new teachers, providing intensive professional development on the Danielson Framework during scheduled professional development days.
4. Informal and formal observations will provide supervisors an opportunity to plan further professional development based on the specific needs of teachers. Pre and post observation conferences will also provide an opportunity to guide, discuss, and reflect on lesson planning, student engagement, classroom management, questioning techniques, and assessment.

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

1. In house staff development team-math coach, literacy coach, data specialist, UFT Chairperson
2. Danielson Framework Enhancing Professional Practice (resource)
3. The Danielson Group, teachers
4. Administration, teachers

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

1. Ongoing continuous feedback from workshops will be used to guide future PD.
2. Discussion around the book will be periodic at grade rep meetings and common grade/department meetings to gauge effectiveness as a supplemental support.
3. Discussions between literacy consultants and administration at periodic intervals (weekly) will be used to plan and prepare targeted PD based on teacher need.
4. Frequent and timely feedback sessions between administrators and teachers will allow for continuous ongoing communication to improve instructional practice and show movement on the Danielson Framework. Data collected and tracked from informal/formal observations will provide information and guidance on PD topics to develop instructional practice.

#### **▪ Timeline for implementation and completion including start and end dates**

1. July 1, 2013-June 2014
2. January 2014-June 2014

3. September 2013-June 2014
  4. September 2013-June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. TL FSF (support staff, coaches)
  2. Title I P/F OTPS (140 teachers x \$20)
  3. Title I P/F OTPS Curriculum & Staff Development (The Danielson Group-PD-\$4600 x 3 trainers x 1 day)
  4. TL FSF (administrators, teachers)

**Budget and Resource Alignment**

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

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

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

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

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

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

**Major Recommendation**

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

Based on page 3 of the 2012-2013 Developing School Quality Review, it is recommended that we refine the alignment of curricula to Common Core Learning Standards (CCLS) and instructional shifts in order to offer students across grades and subject areas a rigorous curriculum that engages a diversity of learners.

<b>Review Type:</b>	Developing School Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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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.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, all teachers will implement rigorous and coherent curricula aligned to Common Core Learning Standards in K-8 as measured by the implementation of the new core curriculum, classroom observations, and student work of performance based tasks and end of unit assessments.

**Instructional Strategies/Activities**

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

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

1. Teacher teams will meet regularly to examine student work and adjust instructional practice (addresses SOP 3.3).
2. Teacher teams will meet after school for curriculum planning-refine curriculum maps and include multiple entry points to address diverse learners. The school will purchase more non-fiction texts to support the implementation of rigorous and coherent curricula that is aligned to the Common Core Learning Standards (addresses SOP 3.2).
3. Teachers will work in collaboration with coaches, data specialist, consultants, and network achievement coach to adjust and guide instructional practices and analyze data to drive instruction. Students who are identified as 'Pushable high 2s to 3s' from the NYS 2012-2013 exams will be offered after school targeted support twice weekly for ELA and Math in grades 4-8 in preparation for the 2014 NYS exams. (addresses SOP 3.3 & 3.5)

4. Teachers will work with coaches, data specialist, and consultants to analyze data to drive instruction. Students who are identified as the lowest third from the NYS 2012-2013 NYS exams will be invited to Saturday Academy for grades 4-8 in preparation for the 2014 NYS exams (addresses SOP 3.5)
5. Support staff will meet with teachers cross grades to align activities with the common core curriculum (addresses SOP 3.4).
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. All teacher teams, administration, coaches
2. Teacher teams on each grade level and department
3. Teachers, coaches, data specialist, consultants, network achievement coach
4. Teachers, coaches, data specialist, consultants
5. Service providers, teachers
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Teacher teams will evaluate student work on a bi-monthly basis to address instructional gaps and come up with strategies and interventions.
2. Common planning time embedded in teacher programs will be used to monitor and adjust curriculum maps and pacing guides as necessary, with the guidance of coaches.
3. Coaches, consultants, and the data specialist will work in cycles with teachers by grade to provide PD and guidance on data analysis and curriculum development.
4. Teachers, coaches, data specialist, and consultants will look at results of periodic assessments from the Saturday Academy to monitor progress and make adjustments to instruction.
5. Grade rep and grade meetings will serve as a forum to discuss the effectiveness of alignment of activities between support staff and teachers.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Twice monthly from September 2013-June 2014
2. After school/before school from September 2013-June 2014
3. September 2013-June 2014
4. Saturdays from November 2013-April 2014
5. September 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. TL FSF (F-Status Math Consultant, Data Specialist, Math Coach, Literacy Coach)
2. Title I P/F Per Session (18 teachers x \$50.40 x 1 hr/week x 15 weeks), Title I P/F OTPS (70 classrooms x \$350 classroom library)
3. TL FSF, Title I P/F Per Session (36 Teachers x \$50.40 x 4 hours x 12 weeks) Title I P/F OTPS Curriculum & Staff Development (2 literacy consultants x \$950/day x 12.5 days)
4. Title I P/F Per Session (15 teachers x \$50.40 x 3hrs/week x 16 weeks)
5. TL FSF (Teachers, Support Staff)

**Budget and Resource Alignment**

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

**Goal and Action Plan #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).
Based on page 5 of the 2012-2013 Developing School Quality Review, it is recommended that we develop teacher pedagogy from a coherent set of beliefs about how

students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

<b>Review Type:</b>	Developing School Quality Reivew	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

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

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

**Annual Goal #3**

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

By June 2014, all teachers will have attended at least one professional development opportunity per month and have implemented strategies to meet diverse learners. Evidence will be provided through assessment binder, conferencing notes, initial and mid-year student goals, observations, teacher lesson plans and unit plans.

**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. Support staff will provide in-house professional development during common planning time, lunch and learns, and after-school based on teacher survey and need (addresses SOP 4.2).
2. Teachers will have opportunities to seek out and attend off-site professional development workshops on topics such as differentiation, RTI, and Visual Thinking Strategies (addresses SOP 4.2).
3. Consultants and the Data Specialist will provide ongoing PD on item analysis and using a variety of data for progress monitoring and informing lesson planning (addresses SOP 4.5)

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

1. Support staff-coaches, consultants, network support, teachers
2. Teachers, support staff, administration
3. Teachers, support staff-coaches, consultants, data specialist

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

1. Professional Development providers will use feedback surveys as a measure to evaluate the effectiveness of that particular workshop.
2. Teachers who attended off-site PD will be required to turnkey the information to fellow colleagues on their grade or as part of an after school activity.
3. Periodic and regular checks throughout the school year will be made by administration looking at assessment binders and conferencing notes. Using observations, along with these checks will aid in progress monitoring of data use.

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

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

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

1. Title I P/F Per Session (Support staff delivering after-school professional development will be paid per session rate)
2. Title I P/F Per Diem Professional Development (20 teachers x \$167.60 x 6 months)
3. Title I P/F OTPS Curriculum & Staff Development (2 literacy consultants x \$950/day x 10 days)

**Budget and Resource Alignment**

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

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

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

X	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

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

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

#### **Major Recommendation**

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

Based on page 11 of the 2012-2013 NYC School Survey Report, 42% of students felt that they do not treat other students with respect and 39% of students felt they do not treat adults with respect.

<b>Review Type:</b>	NYC School Survey Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	11	<b>HEDI Rating:</b>	NA
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#### **Tenet 5: Student Social and Emotional Developmental Health**

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

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

#### **Annual Goal #4**

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

By June 2014, all teachers will have taught at least 10 anti-bullying lessons and students will have completed an activity aligned to each lesson to continue with the momentum of social and emotional developmental health.

#### **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. There will be a continuation of an Anti-bullying Committee that meets regularly to create lesson plans and discuss strategies and ideas to address bullying issues within the school.
2. Student council in grades 6-8 will meet on a monthly basis to discuss areas of concern with the middle school population.
3. A school-wide assembly on anti-bullying will take place to help launch school wide campaign/guest speaker.
4. Monthly grade assemblies will help promote school spirit, positive attitude, and respect for all.
5. Advisories in grade 8 will help promote self-esteem, self-respect, and respect for others.
6. National Junior Honor Society-Peer Tutoring. Students in this program will be trained to work with younger students to boost ELA and Math skills in the morning.
7. After school sports and clubs for students in grade 4-8 will be offered (basketball, volleyball, Fall Fitness, BOKS program, cheerleading, wrestling, art, band, violin, robotics, Italian club, dance, and drama club)

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

1. Teachers on the Anti-bullying Committee
2. Students in grades 6-8, teachers, guidance counselors, administration, staff
3. Staff and students
4. Teachers and students grades K-8, music teacher, art teacher, drama teacher
5. Teachers, grade 8 students, guidance counselor
6. Grade 6-8 students, staff
7. Teachers, students, staff, parents

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

1. Teachers offer feedback and suggestions throughout the school year to the Anti-bullying Committee.

2. Student council will meet regularly with administration to voice any concerns or discuss new ideas pertaining to the middle school.
3. The anti-bullying committee will survey the staff and students on their thoughts regarding the assembly and share the results with administration.
4. Teachers will meet with the music and art department to plan and discuss the assembly and the theme.
5. Teachers who teach advisories to eighth grade students will meet with the middle school guidance counselor to target students who need additional support.
6. Students who are a part of the NJHS peer tutoring program will check in with their partner teacher and discuss student progress and areas of need.
7. After school teachers of sports and clubs will check in with classroom teachers if student is misbehaving or if academics are a concern.

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

1. After-school weekly from September 2013-June 2014
2. Monthly before school 8-9am from September 2013-June 2014
3. Yearly before June 2014
4. Monthly from October 2013-June 2014
5. Once a cycle September 2013-June 2014
6. Every morning from 8:15-9:00am September 2013-2014
7. After-school from October 2013-April 2014

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

1. Title I P/F Per Session (6 teachers x \$50.40 x 1hr/week x 30 weeks)
2. Title FSF per Session (2 teachers x \$42 x 1hr x 12)
3. Title I P/F OTPS Educational Consultant
4. TL FSF personnel for additional music teacher and drama teacher
5. TL FSF personnel (8<sup>th</sup> grade teachers)
6. TL FSF personnel (teachers)
7. TL FSF Per Session (20 teachers x \$42 x 1hr/week x 30 weeks)

**Budget and Resource Alignment**

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

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

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

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

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

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

**Major Recommendation**

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

Based on the 2012-2013 NYC School Survey Report, parent response rate on the 2012-2013 Learning Environment Survey has decreased by 4% (from 47% to 43%) from the prior year.

<b>Review Type:</b>	NYC School Survey Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	2	<b>HEDI Rating:</b>	NA
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**Tenet 6: Family and Community Engagement**

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

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

**Annual Goal #5**

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

By June 2014, parent involvement and overall satisfaction with the school will increase by 5% compared to last year's Learning Environment Survey as measured by parent responding, "I strongly agree with...or I agree..." on the Learning Environment Survey.

**Strategies to Increase Parental Involvement and Engagement**

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

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

1. Monthly workshops for parents on various topics such as, curriculum, testing, health and nutrition, EngageNY, Common Core, College and Career Readiness, Cool Culture, Pupil Path, Dial a Teacher
2. Parent outreach-email, monthly newsletters, Pupil Path
3. Learning Leaders volunteer and work with students in grades K-5, providing instructional support
4. Saturday Academy for ESL/Immigrant parents
5. Urban Advantage-family trips to Bronx Zoo, museums, and other cultural events throughout NYC
6. PTA monthly meetings, emails, flyers, bulletin boards, turkey raffle, used book sale, seasonal fairs
7. Community and family events-Fall Fest, Penny Harvest, Food Drive, Science Fair, Art Fair, Book Fair (for all events happening after the contractual day, per-session is made available for teachers)
8. Middle School and High School articulation workshops will be offered to grade 8 parents by the middle school guidance counselor and guidance consultant to help them with the application process.

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

1. Coaches, teachers, parent coordinator, administration, parents, staff
2. Staff, administration, teachers
3. Parent Coordinator, parent volunteers, administration
4. ESL teachers, foreign language teachers, parents, parent coordinator
5. Administration, teachers, parent coordinator, students, parents
6. PTA board, parent coordinator, parent volunteers, teachers, staff
7. Staff, teachers, administration, parent coordinator, PTA
8. Guidance counselors, parent coordinator, parents

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

1. Parents will be given surveys on workshop topics and given an opportunity to share feedback on workshops given.
2. Ongoing communication between school and parents will be fostered through email, paper mail, and in person contact.
3. Learning Leaders will regularly check in with cooperating teachers to discuss students' areas of weakness. Logs will be maintained to track student progress.
4. Parent attendance on Saturdays will be used to monitor program's impact.
5. Parent interest and attendance will be used as a gauge for program effectiveness.
6. PTA attendance rate will be used to evaluate parental involvement.
7. Parent interest and attendance will be used to evaluate parental involvement.
8. Feedback from parents and attendance will be used to monitor and evaluate the activity.

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

1. Monthly workshops (AM and PM) from September 2013-June 2014
2. Ongoing September 2013-June 2014
3. Mornings from October 2013-June 2014
4. Saturdays from 9-12pm November 2013-April 2014
5. September 2013-June 2014
6. Monthly September 2013-June 2014
7. September 2013-June 2014
8. September 2013 and June 2014

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

1. Title I P/F set aside 1% parent involvement
2. SWP Title I Software funds for Skedula-Pupil Path (\$7000)
3. TL Parent Coordinator funds
4. Title III & Immigrant funds
5. TL FSF-Personnel, TL Parent Coordinator funds
6. TL Parent Coordinator funds
7. Title I P/F per session
8. TL Parent Coordinator funds, TL FSF F-Status Guidance Consultant, FSF personnel

***Budget and Resource Alignment***

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

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

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

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

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students who score below the designated performance level receive AIS 2X per week during school hours. The groups range between 5 to 7 students. Multiple materials are used to assist in accommodating various types of learners: sight word recognition using flashcards, Wilson Foundations program, guided reading using leveled books, with a follow-up writing assignment (response to literature).	Small group instruction, peer tutoring, Learning Leaders, Saturday Academy, after school AIS, and at-risk resource room.	AIS during the school day between 8-3pm Saturday Academy from 9-12pm (November–April) After school AIS 3:10-4:10pm Before school AIS 8:00-9:00am
<b>Mathematics</b>	Students will learn to explore with manipulatives to help them understand and model learned mathematics concepts using Go Math! For example, make and analyze graphs, subtraction strategies using facts up to 20, explore attributes of solids and shapes, estimation and comparison of numbers to 1,000, measurement, telling time, and developing an understanding of fractions.	Small group instruction by AIS provides, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, and resource room.	AIS during the school day between 8-3pm. Saturday Academy from 9-12pm (November-April) After school AIS 3:10-4:10pm Before school AIS 8:00-9:00am
<b>Science</b>	Small group instruction, differentiated instruction, hands-on lab activities, guided demonstrations, cross-curricular activities through the use of technology.	Small group instruction by AIS providers, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, resource room	AIS during the school day between 8-3pm Saturday Academy from 9-12pm (November –April) After school AIS 3:10-4:10pm
<b>Social Studies</b>	Small group instruction, differentiated instruction, use of non-fiction texts, DBQs, writing in the non-fiction content areas	Small group instruction by AIS providers, one to one tutoring, peer tutoring, Learning Leaders, Saturday Academy, resource room	AIS during the school day between 8-3pm Saturday Academy 9-12pm (November-April) After school AIS 3:10-4:10pm Before school AIS 8:00-9:00am
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Peer mediation, bereavement counseling, anti-bullying workshops, stress management, values clarification, referral to outside providers, socialization skills.	Small group, one to one with guidance counselor, social workers, psychologist.	During school hours 8-3pm

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administration regularly attends hiring fairs to identify and recruit Highly Qualified Teachers. Mentors are assigned to support new teachers and unqualified teachers. Ongoing professional development opportunities will be offered to all K-8 teachers to develop and maintain Highly Qualified Teachers. Additional Literacy Consultants and Math Coaches/Consultant will help support teachers with new initiatives pertaining to the Common Core Learning Standards and Teacher Effectiveness. Professional development will be based on teacher need throughout the school year.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development opportunities will be provided for staff both in-house and off-site to ensure that all students meet the CCLS. The school will bring in outside consultants to provide quality professional development on the Danielson Framework.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tax Levy Fair Student Funding will be used primarily to staff personnel. Title I SWP funds will be used to supplement programs, provide supplemental AIS services after school and on Saturdays. Title I P/F funds will be used to support the goals set forth in the SCEP. Funds will be used toward anti-bullying campaign, supporting students in temporary housing, provide ELL support, targeting lowest third and pushable sub-groups, and support student achievement.

**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.).
The school hosts a Kindergarten welcome in the Spring prior to the students entering kindergarten. Parent coordinator is responsible for parent outreach and to coordinate workshops on curriculum.

**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.
There is an assessment team, grade rep. meetings, common planning time for all grades and departments to create, revise and analyze assessments to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

- Maintaining classroom positions to improve achievement for all students.
- Collaboration with the School Leadership Team and Parents' Association to maintain classroom positions to ensure achievement for all students.
- Communication through monthly newsletters and other materials sent out to families that are pertinent to planning, implementation and outcomes.
- Parents and School will share responsibility for student achievement as a school-family partnership in raising student achievement student by student.

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

**Student Behavioral Contract**

(Grades K-8)

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Name of Student

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Date of Birth

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Class

I know that I have a right to:

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

I agree to:

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

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

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

**Parent Section**

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

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

- Encourage my child to be a respectful and peaceful member of the school community;
- Discuss the Discipline code and the Bill of Rights and Responsibilities with my child;
- Participate in parent conferences, class programs and other activities in which my child is involved;
- Assure that my child will arrive to school in time every day;
- Provide a quiet place for my child to complete his/her homework;
- Spend at least 15 minutes per day reading with my child;
- Listen to my child retelling of his/her school day experiences;
- Provide the school with current telephone numbers and contact information;
- Alert the school if there are any significant changes in my child's health or well-being that affects his/her ability to perform in school.

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>071</b>
School Name <b>P. S. 71</b>		

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

Principal <b>Mrs. Calzolaio</b>	Assistant Principal <b>Fausto Cordero</b>
Coach <b>Irene Pappas</b>	Coach <b>type here</b>
ESL Teacher <b>Maria Savvides</b>	Guidance Counselor <b>Catherine McMorrow</b>
Teacher/Subject Area <b>AnaMarie Medina/ ESL</b>	Parent <b>C. Alarcon</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ana Ortiz</b>
Related Service Provider <b>Diane Saputo</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1701</b>	Total number of ELLs	<b>93</b>	ELLs as share of total student population (%)	<b>5.47%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In		2	3		2									7
Pull-out	4	4	7	4	6	6	7	6	5					49
<b>Total</b>	4	6	10	4	8	6	7	6	5	0	0	0	0	56

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	26
SIFE	2	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language										0
ESL	61	2	3	23	0	15	9	0	8	93
Total	61	2	3	23	0	15	9	0	8	93

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														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	5	3	8	8	9	6	4					48
Chinese	3	1	4	2	2				2					14
Russian														0
Bengali														0
Urdu	1		1						1					3
Arabic				2		1	1	1	1					6
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian	1	1	4	2		1	3		1					13
Other		2	1	1		1	2		1					8
<b>TOTAL</b>	6	8	15	10	10	11	15	8	10	0	0	0	0	93

## 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)	3	2	1	1	3	0	3	0	0					13

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)	0	1	7	2	3	2	1	3	1					20
Advanced (A)	3	5	7	7	4	9	11	5	9					60
Total	6	8	15	10	10	11	15	8	10	0	0	0	0	93

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	5				5
4	7	2			9
5	11	2			13
6	7	1			8
7	7	3			10
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	3	0	2	0					5
4	6	2	1	1					10
5	11	2	1	0					14
6	1	1	2	2	0	1		1	8
7	7	0	1	0		2			10
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	1	0	4	0	4	0	1	0	10
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. The assessments tools our school uses to assess the early literacy skills of ELL's are ECLAS, EPAL, DRA, and Acuity. By looking at the data from these assessments, we can determine the strengths and weaknesses of our ELL's. This information helps the classroom teachers, AIS teachers, and the ESL teachers plan more effectively to meet the needs of the ELL's. Results are always shared. In fact, the ESL teachers have also administered these assessments. What these assessments reveal is that reading comprehension for ELL's needs to be improved.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. The data patterns reveal that the areas of reading and writing seem most in need of assistance, followed by listening and speaking. Students in Grades K-2 acquire listening and speaking skills earlier than the reading and writing skills. The use of rhymes and rhyming patterns in chants are used as well as phonics in Grades K-2. Newcomers are in immediate help with all four skills. The upper grade students are in need of refining their reading comprehension and organizational skills in writing in order to score proficient. Modeling writing is used to teach the students how to express themselves through writing once the speaking skills are mastered.
3. 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](#))
  3. Our mission is to provide a comprehensive literacy program to help develop reading, writing, speaking, and listening skills for all ELL's. Teaching students strategies such as utilizing prior knowledge they acquired in the content areas in their native language is one example of helping these students succeed. Visuals, hands-on activities, graphic organizers, picture dictionaries, books with audio tapes, and computer programs are all strategies that are being used. On Our Way to English which encompasses literacy, math, and science is a wonderful resource tool. McGraw Hill's On Location, a three-level reading and writing program that provides an enrichment approach to language and literacy development is used. Spotlight on English Program by Santillana is used to provide opportunities for ELL's to gain and develop English Language proficiency skills in all modalities.. The patterns across the NYSESLAT modalities affect our decisions as far as planning our curriculum and ordering the materials that focus on the skills that need to be mastered. The AMAO displays the percentage of students that make progress in English: percentgae of students attaining English language proficiency and the adequate yearly progress.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  4. The patterns across proficiencies and grades indicate that the listening and speaking skills are acquired earlier than the reading and writing skills. In fact, students have scored proficient in listening and speaking; however, they have scored intermediate and advanced in reading and writing. Therefore, they are still eligible for ESL services. In Grades K-2, all four skills need to be mastered; however, the students' listening and speaking skills improve earlier than the reading and writing. From Grades 3-8, ELL's need to improve their reading and writing in order to score proficient. This year, we have Newcomers entering Grades 3-5; consequently, their scores in the modalities of the LAB-R have affected our patterns. ELL's who are literate in their own native language achieve a higher score on exams they take in their native language compared to tests taken in English. The longer the student is in an English Language School, the more proficient he/she becomes in English; thus, the need for him/her to take the exams in their native language minimizes. The native language is used to help bring the student from the unfamiliar to the familiar. For example, explaining vocabulary; describing context; and teaching about cultural differences are ways that we help our students' comprehension improve by using their native language. We currently use content area textbooks in Spanish (Santillana Publishing) in science, social studies, and math. This helps to improve their native language proficiency and continuous progress in the content area.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
6. One report that we use when considering instructional decisions is the RLAT which shows the scores for each language skill every year the students take the NYSESLAT. The data on this report displays the proficiency level of every target skill. The teacher is able to create goals based on this information. In addition, we interview the parents who provide vital information for decision-making. The Exam History Report and previous academic records offer insight that is useful for both content area and ESL teachers to use to teach in such a way that they are building the students' English language skills. In order to consider the child's second language development teachers must include and provide a variety of strategies throughout their instruction that addresses that development. For example, teachers may include translated versions of text across the content areas.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
7. Non-Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We evaluate the success of our program by examining the data from the results of the NYSESLAT and the other state exams. Also we use the periodic assessments to identify strengths and weaknesses. Teachers collaborate and exchange ideas on how to help ELL's. We provide students with services to help them succeed. We learn from the periodic assessments where the strengths and weaknesses lie in listening comprehension; reading comprehension; and grammar. Lessons are developed to address the needs. Grammar points are explained and students are given exercises to reinforce what is learned. Reading strategies are taught for students to tackle the meaning of new words using context clues. Students are given listening exercises to improve their listening skills which are necessary, especially in middle school when note-taking is expected. The native language is used when newcomers need help to understand concepts in math or science. Newcomers are also tutored in their native language by bilingual staff members and peer tutors.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
  - When a child is registered, the Pupil Accounting Secretary gives a registration packet, which includes the Home Language Identification Survey, to the parent/guardian to complete. The parent/guardian is assisted by the ESL teacher, Assistant Principal or a pedagogue who speaks the native language of the parent/guardian when completing the HLIS. Pedagogues such as the ESL

teacher and Assistant Principals interview the parent/guardian. Our parent coordinator or any other staff member who can translate also participates in the interview when needed. Our staff includes pedagogues who Spanish, Chinese, Arabic, Greek, Italian, French, Korean, Tagalog, and Portuguese. The purpose of the interview is to assure that the parent completes the HLIS accurately. Also, we ask questions concerning the child's previous schooling. This helps us get a good idea of the student's educational background. Parents who speak low incident languages are assisted through the Translation Unit. Once the HLIS is completed, the ESL teacher reviews the survey and determines whether or not the child needs to be tested with the LAB-R. If the child's home language is other than English, the child is given the LAB-R by the ESL teacher who is certified in Teaching English to Speakers of Other Languages. The child is also interviewed so that the ESL teacher can determine if the survey was completed accurately. The testing is done within 10 days of registration. If the child is eligible, the parent is given the different options she/he has for the child. Once the LAB-R is scored, Spanish-speaking ELL's are given the Spanish LAB if they are eligible for ESL services.

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

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.

2. Once the potential ELL's are tested within 10 days of registration with the LAB-R and Spanish LAB, if applicable, parents are asked to attend an orientation. Our school ensures that parents understand all three program choices at the fall parent orientation. At this meeting, the parents of newly-arrived ELL's are informed of the 3 available programs in NYC and are assisted in the program selection after they view the video. We also provide the guides in the parents' preferred language. Our parent coordinator, Assistant Principal, and Principal are present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent is not present at the orientation, we meet with him/her for an individual conference. One-to-one meetings are also conducted throughout the year for newly arrived ELL's. The parent orientation video which describes the three instructional ELL programs are available on the internet in different languages. Parents view the videos in their preferred language on individual laptops in our Technology Room at the orientation. Parents are explained that should 15 parents or more whose children speak the same language opt for a Transitional Bilingual Program, the school will offer such program. Thus far, our parents choose the Freestanding ESL Program as their Number 1 choice. Should they choose a TBE/DL program that eventually becomes available, our Assistant Principal along with any pedagogue who speaks the parent's preferred language will call the parent.

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

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.
4. At the time of registration, an interview is conducted. If the parent wishes for his/her child to be placed in a bilingual program, we consult with the list of parents who expressed that they wished their children to be placed in a bilingual program. If not enough parents wish their children to be placed in a bilingual program, every effort is made to find the closest program to the student's home. Our parent coordinator, assistant principal, guidance counselor, and ESL teacher work together to find a bilingual program. A list of schools with a TBE Program is given to the parent. A staff member phones the most conveniently located school and inquires about the available program. Parents visit the school/s and then decide. If the parent does not wish to place his/her child in a bilingual program, the student is placed in a Freestanding ESL Program. The following procedures are used to notify parents of identified ELL's the program placement. First-Time Entitlement Letters are sent out, copies of which are kept in the ESL teachers' office, in English and in the parents' preferred language. Placement Letters follow, copies of which are kept in the ESL teachers' office. We encourage the parent to keep the child in the selected program for more than one year since research has shown that students are most successful if they stay with one program. At P.S. 71, we make every effort to place the student in a classroom of a teacher who speaks the student's native language. If this is not possible, then we place the student in a class where there is at least one child who speaks his/her language. The ELL student is buddied up with a student who is fluent in English and who speaks the ELL's native language. Thus, the student has an additional channel through which he/she may express him/herself. For students who took the NYSESLAT exam, Continued Entitlement Letters are distributed in English and in the preferred language. Again copies of these letters are kept on file.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
5. We begin by forming a committee that includes the ESL teachers, a literacy coach, and an AIS teacher. We organize the testing dates and all the materials. We distribute memos to all teachers, and pertinent staff members informing them of test dates, times, locations and make-up dates. We begin with the Speaking part of the test, then the Listening, next is Reading and the last part is the writing. Provisions and accommodations are made for ELL's with IEPs
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. 
6. After reviewing the Parent Survey and Program Selection Forms returned for the past three years, we conclude that 100% of our parents whose children are ELL's indicate the ESL Program as their first choice, the TBE Program as their second choice, and the Dual Language Program as their third choice. We also consult parents whose children have transferred to our school from other public schools. Parents express that they wish their children to be in a Freestanding ESL program. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children served in a small-group setting so that each individual's needs are addressed. This year, parents of all 16 newly-arrived ELL students at P.S. 71 chose the Freestanding ESL program.
- The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children serviced in a small-group setting so that each individual's needs are addressed. Also, the students feel comfortable in a group where there are other students who share the same experiences at school and who speak another language at home. The parents like the comraderie and friendships that develop. They also like that their children work on a pace that is more appropriate for them. They are informed of their children's progress. They are also advised on how they can assist them through parent workshops. When they are given the survey, they are given an explanation of what the school has to offer. There is also a description of the differences between Freestanding ESL, Transitional Bilingual Education, and Dual Language. As students are assessed, parents are informed.

## **Part 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 ELL's are grouped based on their grade level and proficiency level. Instruction is delivered to ELL's by bringing them together from various classes for English. They are homogeneous groups. We teach for everyday application. We use the Rigby Balanced Literacy Program. We currently use the Spotlight on English Literacy program which is aligned with the Common Core Learning Standards. We also use the Spin!: Grammar, Vocabulary, and Writing series. Newcomers are placed in a small group where individual attention is given, and they are also taught in a larger group of Beginner and Intermediate ELL's so that they have the opportunity to interact with their peers who are more advanced. They are in a pull-out program which targets their individual needs. This model services students K-8.
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)?
    2. Beginner and Intermediate students are serviced 360 minutes a week and Advanced students are seen 180 minutes a week. We analyze data to see the students' strengths and weaknesses. We teach strategies to help them strengthen their skills. Through scheduling, we ensure that each student's mandates are met. Our elementary school hours are 8:15 to 3:05; and our 6th, 7th, and 8th grade hours are 9:00 to 3:50. Therefore, there is flexibility in scheduling our program. Our Beginner and Intermediate students receive 360 ESL instructional minutes per week. Our Advanced students receive 180 ESL instructional minutes per week and 180 ELA instructional minutes per week. We have flexible grouping, and we combine contiguous grades. Our AIS teachers assist the ESL teacher with the elementary grades. One of our staff members will shortly be certified in ESL; therefore, she will be assisting as well. Our program is composed of a language arts instructional component. It immerses the students in genres and instruction on different skills and strategies that will help them succeed in the State Exams. Many of these practices are carried over into classrooms where teachers continue to help students develop these skills. There is also a second language acquisition component where the students work on improving their listening, speaking, reading, and writing skills.
3. 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.
  3. The language used when teaching the content areas is English; however, as stated earlier, if the classroom teacher speaks the same language as the newly-arrived ELL, then the native language is used to facilitate learning one-on-one. The instructional approach for teaching is hands-on. For example, visuals like maps and globes are used to show a map key, to teach the capitals, and the land formations of the different regions. In science, for example, we use visuals to show the difference between living and non-living. Students analyze parts of plants and label them. In other words, we strongly believe in a hands-on approach to learning for our ELL's. We immerse the students in a print-rich environment. Picture cards, photographs, and SMARTboards are used as visual teaching tools. We also use graphic organizers and model well-written pieces using chart paper. The ESL teacher collaborates with classroom teachers and piggybacks off their instruction so there is continuity from the classroom to the program thus supporting the ELL's in the content areas. The ESL teacher follows the curriculum maps that are aligned to each grade and the Targeted Skills of the Week from our literacy program. Students are supported in developing their listening, speaking, reading, and writing skills. Big books and leveled books are used. Children are assessed on an ongoing basis with running records. Based on the assessments, our students are grouped and provided with appropriate materials to enhance instruction. At P.S. 71, we use Ready-Gen, Code-X, and Go Math!
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. Students whose native language is Spanish are given the Spanish LAB along with the LAB-R when they are first admitted. This exam gives the ESL teacher and classroom teacher an idea of the skills the student has acquired in Spanish. In addition, other ELL's who speak other languages are interviewed by pedagogues who are fluent and literate in their languages. This interview gives us additional insight into the skills the student has acquired in his/her native language. When an ELL has been referred and is to be evaluated by our SBST team, a bilingual psychologist is used to test the student in his/her native language in addition to the English-speaking psychologist. At P.S. 71, we take every precaution to assure that ELL's are not referred solely on

the basis of their limited English. The opinion of the bilingual psychologist, outcome from the evaluations, and the recommendations are adhered to with the consent of the parent/guardian.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. The Spotlight on English program provides an essential assessment piece that allows us to measure student progress across the four modalities, and we also use the English Benchmark Assessment which is a standards based scale that measures English proficiency for K-8 students. This essential tool provides a modern reference framework for assessing proficiency in listening, speaking, reading, and a writing and is also by the Santillana Publishing Co.

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).

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

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

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

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

e. Former ELL's are given support after scoring proficient. The ESL teachers confer with their colleagues and service former ELL's that need continued support. Former ELL's are also included in the after-school ESL Program and the Saturday Academy for ELL's.

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?

7. Teachers of ELL-SWD's use concrete teaching tools such as visuals and hands-on activities in order to facilitate comprehension of newly-introduced concepts. Phonemic awareness and phonics are taught and reinforced through hands-on materials and computer programs. Textbooks and chapter books accompanied by audio cassettes are used in listening centers. We have arranged for our AIS providers to push-in to our ELL-SWD's classroom and assist the classroom teacher. The AIS teacher will have a guided lesson formulated by the classroom teacher. This lesson will be a reinforcement of a previous lesson

given by the homeroom teacher. The ELL-SWD's will have a supported opportunity to practise skills using manipulatives and visual prompts to help them build on language skills. When our ELL-SWD's meet with the ESL teachers, they are grouped with their general ed. peers. This opportunity provides a chance for them to be in a least restrictive environment where they feel comfortable and are productive.

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?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

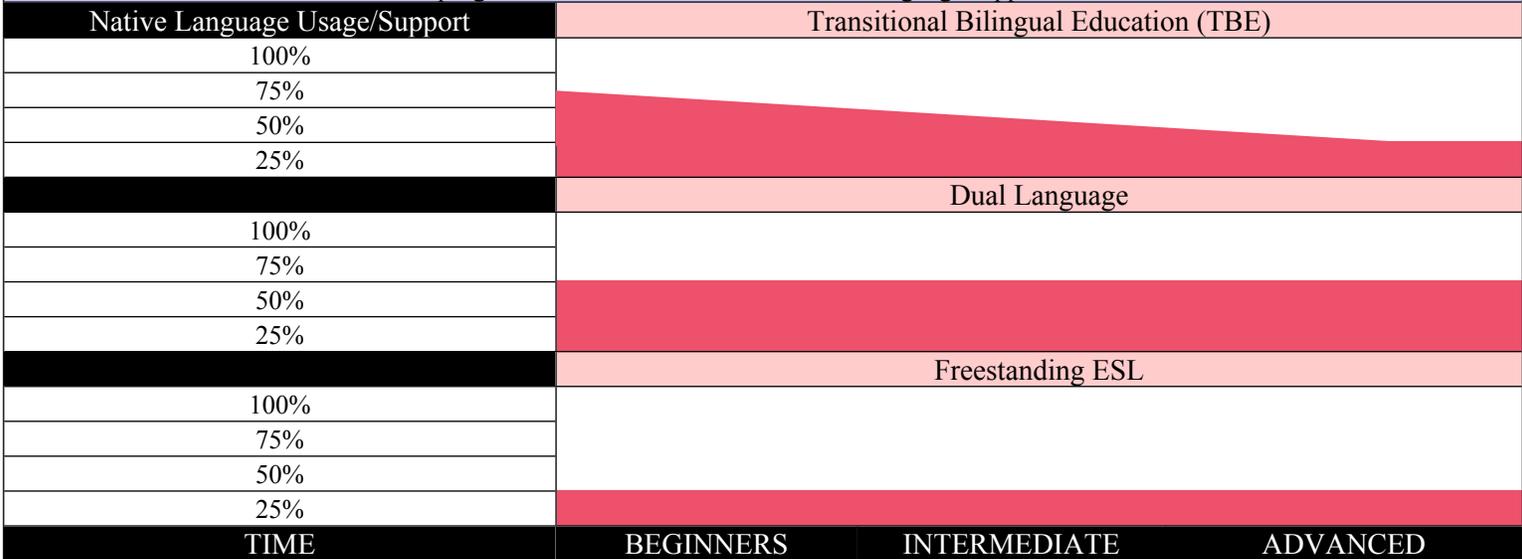
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Our AIS and Saturday Academy help ELL's progress in the content areas. Our pull-out AIS teacher is a valuable support for our students who require the strategies to be better readers and writers in Grades 1-2. Our push-in AIS teachers focus on the individual needs of students in the small-groups they service. These needs include improvement in reading and writing skills as well as content area reinforcement. Our Saturday Academy offers additional hours to the students so that they can review and work on math and liteacy skills. WE also have two afterschool programs offered at our school
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our new math and literacy programs by ReadyGen, CodeX and GoMath are currently being implemented in our school. They are used with the Balanced Literacy Approach. This program is new to our school and so its effectiveness has not been measured. However, The Spotlight on English Program for K-6 ELL"s has been proven an effective program since 20% percent of our ELLs have scored proficient on the NYSESLAT. Longman's Cornertstone, for the lower grade ELL's, will continue to be used as oneof the main components (along with Spotlight on English) of our ESL program. We are also implementing Spin!: Grammar, Vocabulary, and Writing series Levels A-E this year.
11. What new programs or improvements will be considered for the upcoming school year?
11. We are using New York ELL's by Continental Press to supplement our Saturday ESL Academy. Continental New York ELLs work with the New York Learning Standards for English as a Second Language and helps students become familiar with the types of questions they see on state tests; multiple choice , short written response, extended written response, and oral response.
12. What programs/services for ELLs will be discontinued and why?
12. Non-Applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL's are offered the same support and resources as other students. They have equal access to after-school programs, AIS, Peer Tutoring, Learning Leaders, and the Saturday Academy. These are examples of resources available to our students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Laptop's, smartboards, overhead projectors, audio-visuals, and a music program are used to support ELL's. For beginners, we use Rigby, Phonics books, Write from the Start, Spotlight on English, and Longman's Cornerstone. For intermediates, we use Betty Azar's Grammar, Rigby, Spin!, Spotlight on English, and Into English. For advanced, we use Reading Comprehension: Developing Fiction and Nonfiction Skills, On Location: Reading and Writing for Success in the Content Areas, and Betty Azar's Fundamentals English Grammar. Dictionaries, chapter books, and textbooks in the students' native languages, and peer tutoring using the students' native language are resources that are available to our students. Materials are purchased for students in their native language for independent reading. In addition to the ESL teacher, there are language teachers who teach Italian and Spanish. These teachers conduct instruction in dual language. Paraprofessionals assist ELL's using their native language regularly during classroom instruction by guiding the students through the lesson and keeping them on task.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Bilingual dictionaries, chapter books and textbooks in the students' native languages, and peer tutoring using the students' native language are resources that are available to our students. Materials are purchased for students in their native language for independent reading. In addition to the ESL teachers, there are language teachers who teach Italian and Spanish. These teachers conduct instruction in dual language. Paraprofessionals assist ELL's using their native language regularly during classroom instruction by guiding the students through the lesson and keeping them on task.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Our resources are age-appropriate. When we choose our materials, we bear in mind the level, age, grade, and interests of our students. These materials correspond to what is taught in the classr Therefore, class instruction is reinforced in the ESL program.

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.

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

18. What language electives are offered to ELLs?

The language elective offered to ELL's is Spanish.

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)?

19. Non-Applicable

### **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.

1. Workshops and outside meetings are attended by the ESL teachers who then turnkey to all personnel that work with ELL's. ELL personnel attend workshops on ELL Compliance and Performance; Danielson Frameworks; Ready Gen; Effective Questioning Techniques for ELL's; Instructional Implications for ELL's; Creating Connections, Building Bridges, and Instructional Shifts for ELL Academic Success. Thus, we improve an increase our professional instructional expertise and are able to share with our colleagues as well as implement through instruction.

2. Workshops, meetings and conferences outside the school at the Regional offices, Fordham University and other schools are attended by the ESL teachers who then turnkey to all personnel that work with ELL's.

3. We hold informal meetings where the ESL teachers collaborates with the classroom teachers about the progress and needs of the students. The ESL teacher discusses with the middle school teachers the needs and concerns of the ELL's. She also gives them suggestions on what strategies have been proven to be effective. She informs them of the students' strengths and weaknesses. Because she has known the ELL's for so long, the ESL teacher has insight on how well they have been progressing. We hold intervisitations and we conference in the mornings. The ESL teachers meet with the Pupil Accounting Secretary to discuss any concerns about registration. The ESL teacher is called to speak with the parents of a prospective ELL. The parent coordinator also meets with the parents and explains the various programs the students are entitled to. The Assistant Principals meet with the ESL teacher to discuss the needs of the ELL's. Workshops held on Professional Development Day and Chancellor's Day help both common branch and special education teachers discuss and plan for our ELL's needs. The ESL teacher disseminates articles and lists of resource books that are recommended for teachers of ELL's to the Literacy Coaches

4. Professional development will be given to keep the teachers updated on the mandates and regulations of the ESL program. They will also be given ESL strategies for teaching content area subjects. They will be familiarized with the NYSITELL and the NYSESLAT so that they are aware of the format of the exams and the standards they address, as well as the registration process and the importance of the HLIS. Training will be provided for classroom teachers of ESL students K-8. The training will enhance effective strategies to directly address the needs of ELL students that have to meet the Common Core Learning Standards.

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

## 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: 71**

**School DBN: 8**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Calzolaio	Principal		11/12/13
Fausto Cordero	Assistant Principal		11/12/13
Anna Ortiz	Parent Coordinator		11/12/13
Maria Saviddes/ESL	ESL Teacher		11/12/13
S. Alarcon	Parent		11/12/13
AnaMarie Medina /ESL	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		11/12/13
Irene Pappas	Coach		11/12/13
	Coach		11/12/13
Catherine McMorro	Guidance Counselor		11/12/13
	Network Leader		11/12/13
	Other		11/12/13

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

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

DBN: 08x071 School Name: Rose E. Scala

Cluster: 6 Network: 607

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

### **Part A: Needs Assessment Findings**

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

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences, the Blue Card and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on the RHLA, RSAC ATS Reports, written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops, and reports mentioned above. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

## Part B: Strategies and Activities

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

We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. Letters for Entitlement, Placement, Continuation of Entitlement, and Discontinuation of Services due to testing out NYSESLAT are available at the Office of ELLs website, and we send them to parents based on their Home, preferred languages. It is our belief that this will bolster the home/school link and parent participation within the school. If needed be, we can also access an online translation website which translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We continue to utilize previously purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school.

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>.

The NYC DoE website contains the required letters available for use. Our school uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, secretaries, teachers, guidance counselors and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation. All literature generated from our school is translated into the parent's preferred languages. Oral and written translations are provided in these languages by School staff. Oral translation for the less common language will be provided by students and staff who are able to translate and we will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

Posters are displayed in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator and included on our school's website.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/MS 71 currently serves 105 ELLs in a freestanding ESL program. Students come from multiple languages-for example, Spanish, Chinese, Albanian, Urdu, French, and Arabic. 24 are beginners, 36 are intermediate, and 45 are advanced ELLs.

We are projecting that approximately 80 ELLs will be receiving services on Saturdays to help them attain English proficiency while meeting state academic achievement standards. The rationale for this program is that most of these students will be required to take the State ELA, Math, and Science exams. In addition, they are required to reach common core standards in Social Studies. Therefore, they need additional support in expressive language, phonics, reading comprehension strategies and writing skills. They also need additional help with word problems and scientific terms. Four teachers will provide direct instruction to ELLs for 2 hours each Saturday from 9 a.m.- 11 a.m. beginning January 5, 2013 and ending April 20, 2013. There will 12 instructional Saturday sessions. Teachers will meet on December 15 from 9 a.m. - 11 a.m. for professional development and for curriculum planning.

For Saturday sessions, we will use Spin!, a grammar-based program for 3rd through 5th graders. To support phonics, we will use Wilson Foundations for Newcomers and struggling readers in Grades 3-5. For writing, we will use The Write Source. We will also purchase additional workbooks from Longman's Cornerstone curriculum to use with ELL students in grades 3-8. The NYSESLAT prep books will be used to prepare students for the upcoming NYSESLAT and ELA exams. Last, we will use Passwords: Science Vocabulary and Passwords: Social Studies Vocabulary by Curriculum Associates. The program will be in the form of team-teaching with 2 certified ESL teachers and 2 certified K-6 common branch teachers. Each one of the ESL teachers will rotate with a CB license teacher to provide the English language development component to the ELLs. Instructional materials include the programs mentioned, along with student workbooks and consumables. General supplies include chart paper, read aloud books, notebooks, pencils, and pens. The anticipated measurable outcome is that students will advance a level as evidenced in the NYSESLAT.

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

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

### Part B: Direct Instruction Supplemental Program Information

instruction is English.

### Part C: Professional Development

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

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

Begin description here:

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

### Part D: Parental Engagement Activities

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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