



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS/MS 95 ~ THE SHEILA MENCHER VAN CORTLANDT SCHOOL

DBN (i.e. 01M001): 10x095

Principal: SERGE MARSHALL DAVIS

Principal Email: SDAVIS6@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: RUDY RUPNARAIN

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 |
|----------------------|--|-----------|
| SERGE MARSHALL DAVIS | *Principal or Designee | |
| WANDA MATOS | *UFT Chapter Leader or Designee | |
| MILDRED BLANCO | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| KIM VIADE | CBO Representative, if applicable | |
| FRANCHESKA CEBALLOS | Member/ CHAIRPERSON | |
| JOANNA CORCELLA | Member/ TEACHER | |
| CHELSEA O'TOOLE | Member/ TEACHER | |
| MELISSA PEREZ | Member/ TEACHER | |
| DIANA NUNOO | Member/ PARENT | |
| SAMIRA FERATOVIC | Member/ PARENT | |
| SUSAN NAZAT | Member/ PARENT | |
| AMARIS YNOA | Member/ PARENT | |
| KHADIJA KOLYA | Member/ PARENT | |
| | Member/ | |

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 10X095

| School Configuration (2013-14) | | | | | |
|---|-------------------------------|---|------|---|-----|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 1329 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 47 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 27 | # Music | 26 | # Drama | N/A |
| # Foreign Language | 10 | # Dance | 13 | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 69.3% | % Attendance Rate | | 91.0% | |
| % Free Lunch | 99.8% | % Reduced Lunch | | 0.2% | |
| % Limited English Proficient | 18.6% | % Students with Disabilities | | 16.1% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 20.1% | |
| % Hispanic or Latino | 67.5% | % Asian or Native Hawaiian/Pacific Islander | | 7.7% | |
| % White | 3.5% | % Multi-Racial | | 0.7% | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 5.34 | # of Assistant Principals | | 4 | |
| # of Deans | 1 | # of Counselors/Social Workers | | 5 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | 4.8% | |
| % Teaching with Fewer Than 3 Years of Experience | 22.7% | Average Teacher Absences | | 6.9 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 19.1% | Mathematics Performance at levels 3 & 4 | | 20.6% | |
| Science Performance at levels 3 & 4 (4th Grade) | 80.2% | Science Performance at levels 3 & 4 (8th Grade) | | 52.3% | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 90.9% | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

| | | | |
|--|---|------------|-----------|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| The collective efforts to develop actionable plans to address the areas of improvements as were indicated in our 2011-12 Quality Review. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| The areas of improvements were to increase the proficiency rate of our ELL and SWD students in the NYS ELA and Math exams respectively. In addition, we needed to continue to strengthen differentiation of instruction, to strengthen assessment practices, to increase the capacity of staff to strengthen school culture, and to increase on parental involvement/engagement. | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| N/A | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| The goals that were set as a school community were aligned to the needs of our school. There were clear correlations to curriculum, pedagogy, and assessments. | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | x | Yes | No |
| If all the goals were not accomplished, provide an explanation. | | | |
| | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | x | Yes | No |

Developing the 2013-14 SCEP

| | | | |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | |
| The timing of the SCEP and the full impact of its implementation due to budgetary restraints and time of allocation. | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | |
| ELL and SWD sub-groups continued to be the lowest performing sub-groups. This school year, the expectation is that each sub-group respectively will demonstrate a growth of 3% in their NYS ELA and Math respectively. | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | |
| School leaders will continue to communicate school goals to staff during faculty conferences, daily message chart, memorandums, e-mails, grade meetings, weekly common planning meetings, school leadership teams, and newsletters. | | | |
| Describe your theory of action at the core of your school's SCEP. | | | |
| To establish a framework along with the action plans that were developed to address all recommendations in order to ensure that the school will continue to demonstrate progress in teacher practice and student learning. | | | |
| Describe the strategy for executing your theory of action in your school's SCEP. | | | |
| School leaders will meet regularly in cabinet meetings to discuss and assess curriculum, pedagogy, and assessment. Monthly meetings with Instructional Leadership Team to discuss student performance data. Formal and informal classroom visits by administrators. Periodic instructional rounds with members of vertical planning teams to monitor implementation of expected teacher practices and systems to support student learning. | | | |
| List the key elements and other unique characteristics of your school's SCEP. | | | |
| The key elements in our SCEP are the actionable plans that will keep us focus and enable us to achieve the goals we set. | | | |
| Provide evidence of your school's capacity to effectively oversee and manage the improvement plan. | | | |
| The school will employ its human capital resources (i.e., administrators, instructional coaches, vertical planning team members to monitor the progress of each goal. | | | |

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). | | | | | | | |
| Strengthen differentiation of instruction so that all lessons engage students and offer challenging tasks, thereby eliciting higher order thinking and extending learning. | | | | | | | |
| Review Type: | QR | Year: | 2011-2012 | Page Number: | 5 | HEDI Rating: | E |

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

| |
|---|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, differentiated classrooms targeting various learning modalities of students and the use of questioning and discussion techniques will be evident through pedagogical practices in 95% of classrooms, as evidenced through teacher observations. |

Instructional Strategies/Activities

| |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| 1. Strategies/activities that encompass the needs of identified subgroups |
| <ol style="list-style-type: none"> 1. In September 2013, Principal articulated the instructional foci of the school year: To continue the cultivation of differentiated classrooms and using questioning and discussion techniques (SOP 2.2). 2. Each Assistant Principal was asked by the Principal to devise a plan of implementation to ensure that each classroom on their grade level is embedding the instructional foci (SOP 2.2; 2.3). 3. On-going professional development series dealing with 'Differentiated Instruction' and 'Using Questioning & Discussion Techniques' will be offered to the teaching staff to ensure that they have the understanding needed for proper implementation of these practices (SOP 2.2, 2.3). 4. Administrators will monitor effective implementation of the instructional foci during formal or informal classroom visits (SOP 2.2; 2.5). 5. Instructional Leadership Team along with selected teachers will conduct bi-monthly classroom visits to monitor and evaluate the implementation of the school's instructional foci (SOP 2.2.; 2.5). |
| 2. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. Principal will align budgetary sources to purchase books, DVDs discussing and showcasing best practices dealing with 'Differentiated Instruction' and 'Questioning & Discussion Techniques'. 2. Assistant Principals will facilitate grade level meetings to educate, inform, and share promising/best practices 3. Instructional Coaches will co-plan, co-teach with teachers to ensure the instructional foci are well-embedded 4. Instructional Coaches will facilitate peer-to-peer discussion on the instructional foci during weekly common planning/teacher teams meetings. 5. Principal, Assistant Principals, Instructional Coaches, and selected teachers will conduct instructional rounds to assess the efficacy of the aforementioned practices during instruction. |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> A. By the end of December 2013, all teachers are expected to include a segment for differentiation as well as a list of essential/guiding questions in their lesson plans. B. By the end of March 2014, 90% of our classrooms are expected to have well-embedded routines addressing the school's instructional foci C. By the end of each quarter, administration will evaluate the impact of the professional development series D. By the end of each quarter, administration will analyze the findings through teacher observations to establish evidence of the instructional practices E. By June 2014, all evidence gathered by administrators, Instructional Leadership Team members will indicate that 95% of our classrooms have well-embedded systems for differentiation and questioning and discussion techniques. |

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

1. In September 2013
2. In September 2013
3. During the school year 2013-14
4. During the school year 2013-14
5. During the school year 2013-14

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

1. Principal will discuss instructional foci with School Leadership Team and will agree on allocating funds in our budget to purchase books and supplies as needed.
2. Monthly Instructional Leadership Team meetings will be held to evaluate the implementation of the school's instructional foci.
3. Weekly common planning and bi-monthly professional development will be facilitated by instructional coaches.
4. Day-to-day teacher observations will be conducted by administration.
5. Monthly instructional rounds will be conducted by administration, instructional coaches, and selected teachers.

In order to make certain that we are meeting our students at their readiness levels, and providing them with multiple entry points to the learning, we will establish sub-committees to work on modifying our summative assessments. In addition, we will facilitate workshops for our parents to educate them on common core, school curriculum, and assessments.

Program A: Two distinct groups of teachers will meet to modify assessments for ELL and SWD students: 10 teachers X 36 hours X 10 sessions

Program B: Select group of teachers will facilitate a series of parent workshops (i.e., common core, school curriculum): 5 teachers X 14 hours X 7 sessions

Budget and Resource Alignment

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

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

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

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

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

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

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

Major Recommendation

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

1. Strategize systems that regularly evaluate and monitor the effectiveness of teacher teams and other professional development opportunities that impact on building capacity and student learning (SQR ~ 5.4).

| | | | | | | | |
|---------------------|----|--------------|-----------|---------------------|---|---------------------|-----------|
| Review Type: | QR | Year: | 2011-2012 | Page Number: | 6 | HEDI Rating: | Effective |
|---------------------|----|--------------|-----------|---------------------|---|---------------------|-----------|

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.

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

Annual Goal #2

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

Annual Goal #2

By June 2014, **97%** of grades 3-8 teachers will develop effective lesson plans aligned with CCLS, deliver coherent/ rigorous instruction, provide clear feedback to students, and reflect to improve teaching practices; as a result, grades 3 through 8 students will increase their proficiency rate on the 2014 NYS CCS ELA exam from **19%** to **24%**.

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

The school will focus on providing professional development to teachers to improve teacher efficacy in the four domains of the Danielson Teaching Framework. However, the professional development will place greater emphasis on the following components: 1b, 1e, 2b, 3b, 3c, and 3d.

- At the beginning of the school year, all teachers will be given a Pedagogical Needs Assessment template to write down their pedagogical strengths and areas for improvement. Once the template is submitted to the teacher's grade level supervisor the following will happen: face-to-face conference with supervisor to discuss the Pedagogical Needs Assessment, a professional development plan will be discussed, and the teacher will receive a letter from the supervisor delineating the teacher's professional development plan for the school year – instructional coach support, peer coaching, lab sites, intra-visitations, internal/external workshops **(SOP 3.5)**.
- Weekly teacher observations will be conducted to evaluate the effectiveness of the teaching and learning process **(SOP 3.5)**.
- Periodically teachers will be asked to bring their lesson plans and student work to common planning, faculty/grade level meetings for peer discussion and analysis
- Bi-weekly professional development and faculty/grade level meetings will address current best practices **(SOP 3.3)**.
- Data meetings will be conducted to look at aggregated and disaggregated grade level reading and writing data to identify trends in relation to grade level ELA goal and school-wide ELA goal **(SOP 3.5)**.
- Lab Sites will be conducted by teachers in grades PK-3 to observe and evaluate the implementation of these aforementioned components and their impact on student learning **(SOP 3.4; 3.5)**.
- Intra-visitations will be conducted in grades 4 -8 to share practices and to strengthen teacher pedagogical skills in order to improve student learning **(SOP3.4; 3.5)**.

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

1. Principal will articulate to all teachers the purpose of the Pedagogical Needs Assessment template.
2. Administration will conduct teacher observations to assess teacher growth on targeted instructional practices.
3. Principal will ensure that common planning is part of teacher's program and will hire an additional instructional coach to ensure that teachers will receive adequate support.
4. Instructional coaches will facilitate common planning and on-going professional development on Danielson's Teaching Framework. In addition, Principal will align budget to send teachers and related personnel to external professional development that will strengthen their knowledge base on the teacher practice(s) mentioned above.
5. Assistant Principals will facilitate grade level meetings as one-to-one teacher meetings to monitor and evaluate student learning progression.
6. Grade Level Assistant Principal and assigned instructional coach will host a cyclical Lab Site 'Viewing and Sharing' session to showcase the teacher practice and its impact on student learning.
7. Grade Level Assistant Principal will schedule intra-visitations based on teacher needs to provide targeted instructional support to identified teachers.

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

1. On a bi-monthly basis, administrators will evaluate teacher and coach feedback on the support/professional development given to teachers.
2. On a monthly basis, the administration will conduct a trend analysis based on the teacher observations for the time period to gauge teacher growth and impact on student learning.
3. During weekly common planning and/or monthly grade level meetings, administration, instructional coaches, and teachers will assess lesson plans and student work to depict rigor and coherence to standards-based curriculum/work.
4. On a monthly basis, principal, assistant principals, instructional coaches will meet to evaluate the impact of professional development.
5. On a bi-monthly basis, administration will conduct a 'data meeting' to analyze and establish actionable plans based on student data results.
6. On a bi-monthly basis, selected teachers within grades PK through 3 will showcase their teacher practices to their peers.

- Every month during grade level/faculty conference, teachers will have the platform to share their learning during intra-visitations and its impact on teaching and learning in their classroom.

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

- In September 2013
- During the school year 2013-14

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

- Instructional coaches will work with assigned teachers on a weekly basis based on allotted frequency.
- Administrators will schedule daily teacher observations/classroom visits.
- Weekly common planning meetings will be scheduled in teacher programs.
- Weekly common planning will be embedded, and flexible scheduling will enable to provide professional development to teachers during instructional hours.
- Periodic data meetings will be scheduled by administration to facilitate data conversation between teacher and administrator
- Through flexible scheduling, administration will schedule 'Lab Sites' to facilitate teachers to view and critique a targeted teacher practice from the classroom of a host teacher.
- Mandated grade level/faculty conference will provide teachers with a platform to share acquired/best teaching practices.

Budget and Resource Alignment

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

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

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

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

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

Goal and Action Plan #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).

Strengthen assessment practices so that granular data analysis offers actionable feedback on curricular and instructional decisions and tracks student progress in order to implement adjustments that increase student progress (2.2.).

| | | | | | | | |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|
| Review Type: | QR | Year: | 2011-12 | Page Number: | 5 | HEDI Rating: | Effective |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|

Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June 2014 all teachers will use student data performance to develop actionable plans to support individual student learning needs. As a result, student overall progress will increase by 3% from 34.2% as indicated by the 2012-13 NYC Progress Report Card.

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. Baseline assessments will be administered to all students (**SOP 4.5**).
2. All teachers will analyze the baseline assessment results and look at student last year's growth portfolio and NYS Standardized exams history if applicable to set goals for the class and devise an action plan for groups and individual students (**SOP 4.2; 4.5**).
3. Monthly data meetings will be held by school administrators to monitor student progress and refine action plans (**SPO 4.3; 4.5**).
4. Strategic common planning meetings focusing on student work and data analysis will be conducted to discuss class and grade level trends and to decide on approaches to close student learning gaps (**SOP 4.3; 4.5**).
5. Instructional coaches will collect and analyze all student performance data in order to develop plans of support for teachers. Data results will be displayed to inform the school community of our successes and areas for improvements (**SOP 4.5**).

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

1. Administration will inform teachers of baseline testing procedures and scoring guidelines.
2. Assistant Principals, instructional coaches, and teachers will work collaboratively to set goals and devise action plans for individual students and specific grades.
3. Administrators will meet periodically to discuss student data and take appropriate actions to provide targeted support to teachers and to improve student learning.
4. Grade level teams will meet to analyze student work and to refine units of study, pedagogy, assessments in order to meet the needs of all students.
5. Instructional coaches will analyze student summative data to provide professional development to teachers with emphasis on the teaching practices outlined on the 2013 Danielson Rubric.

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

1. Principal will have bi-monthly data meetings with respective Assistant Principal regarding student summative data results. The conversation will focus on verifying causes for successes or problems.
2. On a quarterly basis, teachers will meet with grade level supervisor to track student learning and refine class or individual student goals.
3. On a quarterly basis, the principal will meet with the school instructional leadership team to evaluate student progress and teacher growth.
4. On a monthly basis, the instructional leadership team and administration will schedule 'learning walks' to look at student growth portfolios and reflection notebooks.
5. On a monthly basis, administration and instructional coaches will schedule grade/content specific meetings to assess teacher pedagogical impact on student learning.

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

1. In September 2013
2. During the 2013-14 school year
3. During the 2013-14 school year
4. During the 2013-14 school year
5. During the 2013-14 school year

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

1. Administration will allot block periods during instructional days for teachers to administer baseline assessments.
2. Common planning periods will be assigned for teachers to analyze student performance data.
3. Principal will schedule meetings with assistant principals every last Monday of each month to discuss student data.
4. Grade level /vertical planning teams will schedule meetings before, during, or after school to evaluate and refine units of study and assessments.
5. Instructional coaches will establish data analysis periods within their weekly schedules.

To ensure student learning growth, the school will use funds to establish enrichment/intervention After School and Saturday Programs:

Program 1: Saturday Academy ELA & Math(Grades 3 -6): 10 teachers X 84 hours X 21 sessions

2 school aides X 84 hours X 21 sessions

1 supervisor X 84 hours X 21 sessions

Program 2: After School Intervention (Grades 2 - 6)Monday & Wednesday: 4 teachers X 104 hours X 52 sessions

1 supervisor X 104 hours X 52 sessions

Tuesday & Thursday: 4 teachers X 104 hours X 52 sessions

1 supervisor X 104 hours X 52 sessions

Program 3: Regents After School Program (Grade 8): Monday, Tuesday, Wednesday: 1 teacher X 31.5 hours X 21 sessions

1 supervisor X 31.5 hours X 21 sessions
 Program 4: Math After School Program (Grades 7 and 8) Monday, Tuesday, Wednesday: 3 teachers X 13.5 hours X 9 sessions
 1 supervisor X 13.5 hours X 9 sessions
 Program 5: Curriculum Vertical Planning Teams (To conduct inquiry based refinements on units of study, assessments, and instructional strategies). We have the following teams: Literacy grades PK – 3, Literacy grades 4 – 8, Mathematics grades K – 8, and Special Education and ELL grades K – 8)
 Wednesday: 27 teachers X 39 hours X 13 sessions

Budget and Resource Alignment

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

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

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

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

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

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

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

Major Recommendation

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

2. Increase the capacity for staff to strengthen the school culture so that students and families receive enhanced guidance and advisement supports to better address students' academic and social emotional needs (SQR ~ 4.4).

| | | | | | | | |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|
| Review Type: | QR | Year: | 2011-12 | Page Number: | 6 | HEDI Rating: | Effective |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|

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.

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

Annual Goal #4

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

1. By June 2014, the school will orchestrate a minimum of four school activities to enhance awareness of students, parents, and staff on healthy living habits and to educate our parents on cutting edge educational information/ issues.

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. The school will continue to promote healthy living habits for its students and families through the Wellness Committee (**SOP 5.2; 5.3**).
2. The school will raise funds for Juvenile Diabetes Research Foundation and organize a 'School Walk' for JDRF (**SOP 5.2; 5.3**).
3. The school will partner with the American Lung Association and NYC Department of Health to sponsor asthma education programs: Open Airways for Schools and Kickin' Asthma (**SOP 5.2; 5.3; 5.4; 5.5**).
4. The school will partner with One World organization to launch a One World Club to educate, inform students on global issues and foster student's leadership acumen(**SOP 5.2;5.3**).
5. In partnership with the Montefiore Health Program Clinic will continue to provide its students with tools to navigate life issues and to build positive relationships

through its **Strengthening Tween & Adolescent Relationships (STAR)** program (**SOP 5.2; 5.3**).

6. The school will continue to engage parents in meaningful discussion about parenting, education, life challenges through its **'Parent Talk'** program (**SOP 5.3**).
7. The school will continue its partnership with **Wellness InThe Schools (WITS)** to improve student's eating habits and choices (**SOP 5.2; 5.3; 5.5**).
8. The school has established a partnership with the NYPD Safety Agents Unit to launch the 'Explorers Program' in our school (**SOP 5.2; 5.3; 5.4**).
9. The school has integrated a school-wide character education curriculum in its instructional programs (**SOP 5.3; 5.4; 5.5**).

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

1. School Principal and Community Health Organizer from Montefiore Clinic will launch the school's Wellness Program.
2. School Principal, Student Council Chairperson, Student Council Members will organize the fundraiser, and JDRF Annual Walk.
3. School Principal and Community Health Organizer will work on logistics to offer trainings to select students on asthma preventions.
4. School Principal and three teachers will coordinate an after school program for students.
5. School Principal and the Social Worker of the Montefiore Health Program will spearhead the STAR program.
6. Parent Coordinator will facilitate the 'Parent Talk' meetings.
7. School Principal will partner with WITS program to improve school food and students' eating habits.
8. School Principal, various staff members, and NYPD Safety Agents will coordinate an after school program (Explorers) for students.
9. All staff and faculty will educate students on character education curriculum.

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

1. On a monthly basis, the Wellness Committee members will meet to evaluate all school initiatives and programs.
2. Beginning in the month of November 2013, Student Council Members will meet on a monthly basis to evaluate the JDRF fundraising program and to monitor the preparation for the Annual Walk.
3. School Principal and Community Health Organizer will meet on a bi-weekly basis to evaluate the impact of the Open Airways Program.
4. On a bi-monthly basis, School Principal and participating teachers will meet to assess student participation and leadership actions.
5. On a bi-weekly basis, School Principal and the Social Worker will meet to evaluate student participation and impact of the program.
6. On a bi-monthly basis, School Principal and Parent Coordinator will meet to evaluate parent attendance and relevant issues.
7. On a mid-year basis, School Principal and WITS Coordinator will meet to evaluate the impact of the program.
8. On a quarterly basis, School Principal, NYPD Safety Agents, and participating school personnel will meet to evaluate the impact of the Explorers program.
9. On a bi-monthly basis, school administration will evaluate the impact of the character education curriculum.

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

1. October 2013 – June 2014
2. November 2013 – May 2014
3. October 2013 – December 2013
4. October 2013 – June 2014
5. November 2013 – June 2014
6. During the 2013-14 school year
7. During the 2013-14 school year
8. November 2013 – June 2014
9. During the 2013-14 school year

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

1. Schedule monthly meetings with committee members.
2. Schedule monthly after school meetings.
3. Schedule bi-weekly meetings with Community Health Organizer.
4. Schedule bi-monthly meetings.
5. Schedule bi-weekly meetings with Social Worker.
6. Schedule bi-monthly meetings with Parent Coordinator.
7. Schedule meetings with WITS personnel.
8. Schedule quarterly meetings with personnel involved in the Explorers program.
9. Schedule bi-monthly with meetings to evaluate character education curriculum.
10. Principal will align budget to donate funds to WITS for its services to the school

11. Principal will align budget to purchase educational trips to provide student experiential learning opportunities

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|---------------|
| x | PF Set Aside | x | Tax Levy | | Title IA | x | Title IIA | x | Title III | | Grants |
|----------|---------------------|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|---------------|

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

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

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

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

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

Major Recommendation

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

Provide parents with additional informational sessions and workshops around the curriculum and how it is preparing their child for higher education.

| | | | | | | | |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|
| Review Type: | QR | Year: | 2011-12 | Page Number: | 6 | HEDI Rating: | Effective |
|---------------------|----|--------------|---------|---------------------|---|---------------------|-----------|

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.

| | | | |
|----------|--|----------|-------------------------------------|
| x | 6.2 Welcoming environment | x | 6.3 Reciprocal communication |
| x | 6.4 Partnerships and responsibilities | x | 6.5 Use of data and families |

Annual Goal #5

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

Throughout the school year 2013-14, the school will continue to invite parents to our monthly 'Parent Talk' and invite them to AM and PM workshops on the Common Core State Standards and its alignment to our school curriculums.

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

Throughout the school year beginning in October, the school will involve and engage parents in all facets of our school operations and workshops to enhance parenting skills and to educate parents on the steps to take to ensure 'College and Career Readiness' for their child.

- Ongoing workshops will be offered to parents to inform and educate in the following areas but not limited to: Common Core State Standards, Curriculum and Assessments, Citywide Expectations: New Teacher Evaluation and Development System (Advance), Danielson's Framework, Social media issues, Bullying, Drop-out Prevention, High School Articulation, and many more **(SOP 6.3; 6.4)**.
- The school has partnered with the Learning Leaders Program to provide our parents an opportunity to be trained and certified, which render parents eligible to play a greater role in many aspects of the school community – Learning Leaders are volunteers that tutor one-on-one, lead small groups, and provide assistance in and out of the classroom**(SOP 6.2; 6.3; 6.4)**.
- The school has established a networking parent group titled, "95 Parent Talk," a platform for parents to troubleshoot and do problem solving on parenting and educational issues. This group meets second Friday of every month **(SOP 6.2; 6.3; 6.4; 6.5)**.
- School Leadership Team will conduct a series of "Learning Walk" with parents to visit random classroom through an instructional focus or foci **(SOP 6.3; 6.4; 6.5)**.
- Monthly newsletter will be sent to parents by the Parent Coordinator to provide them with information on curriculum and instruction **(SOP 6.3; 6.4)**
- Open access to parents to use computers station in the Parent Coordinator's office to navigate educational systems such as: www.engageny; engrade – which is a grading system, NYC DOE portal – ARIS. Parent Coordinator will provide one-to-one parent workshop to parents to inform and educate on all educational updates and changes **(SOP 6.2; 6.3; 6.4; 6.5)**.

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

1. School administration, Instructional Coaches, Parent Coordinator, Teachers, and External Organizations will facilitate workshops for parents.
2. School Principal will partner with Learning Leaders Organization to train parents.
3. Parent Coordinator in consultation with the School Principal will coordinate and facilitate “Parent Talk” forums for parents.
4. School Principal and School Leadership Team Members will coordinate and facilitate “Learning Walks” for parents.
5. Parent Coordinator will create a Monthly Parent Newsletter.
6. Parent Coordinator will monitor parental access to the computers.

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

1. School Principal will have a bi-monthly meeting with the Parent Coordinator to evaluate parent attendance and relevant issues.
2. School Principal and Parent Coordinator will meet monthly to evaluate the performance of assigned Parent Leaders in our school community.
3. On a bi-monthly basis, School Principal and Parent Coordinator will meet to evaluate parent participation and relevant issues.
4. On a bi-monthly basis, during School Leadership Team meeting, the committee will evaluate the impact of the “Learning Walk” by analyzing the feedback given by the parents.
5. On a quarterly basis, School Principal and Parent Coordinator will evaluate the impact of the Parent Newsletter as a vehicle to inform and educate.
6. On a bi-monthly basis, School Principal and Parent Coordinator will meet to monitor and assess the use of the computers by parents.

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

1. During the 2013-14 school year
2. During the 2013-14 school year
3. During the 2013-14 school year
4. Beginning in October 2013 through May 2014
5. During the 2013-14 school year
6. During the 2013-14 school year

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

- Parent Workshops during and after school hours.
- Schedule workshops/training sessions for Learning Leaders.
- Every third Friday of each month, Parent Talk meeting is scheduled.
- Schedule bi-monthly “Learning Walk” with parents.
- On the last business day of every month, Newsletter will be sent home to parents.
- Daily access during regular school hours and special evenings will be scheduled throughout the school year.

Budget and Resource Alignment

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

| | | | | | | | | | |
|----------|---------------------|----------|-----------------|-----------------|----------|------------------|----------|------------------|---------------|
| x | PF Set Aside | x | Tax Levy | Title IA | x | Title IIA | x | Title III | Grants |
|----------|---------------------|----------|-----------------|-----------------|----------|------------------|----------|------------------|---------------|

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|---|
| ELA | Reading skill-based intervention | Tiered assignments – differentiated instructions: various groupings will be utilized based on the deficiencies of individual students or sub-groups. Teacher/provider will work with student’s one-to-one or small group. | <ul style="list-style-type: none"> • Tier I differentiation and modification will of instruction by the ELA teacher during the regular academic day • Tier II push-in/pull-out program will provide students with academic assistance needed during the academic year • After school and Saturday programs |
| Mathematics | Mathematics skill-based intervention | Push-in/pull out service by SETSS and F-status math teachers to work with student one-on-one, or in small group | <ul style="list-style-type: none"> • After school and Saturday programs • Instructional day during independent practice |
| Science | <ul style="list-style-type: none"> • Content based reading comprehension • Hands-on projects | Small group instruction and one-to-one method of instruction will be used to address student’s learning needs/styles | <ul style="list-style-type: none"> • Before and After schools programs are offered twice weekly • Instructional Day – differentiated instruction |
| Social Studies | NOT APPLICABLE | NOT APPLICABLE | NOT APPLICABLE |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Addressing the social emotional needs of students through counseling, mediation, and conflict resolution | One-to-one and small group | <ul style="list-style-type: none"> • Instructional Day • After school program – awareness programs on teen issues |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ol style="list-style-type: none"> 1. PS/MS 95 will continue its commitment to teacher development by implementing weekly common planning in our school programming, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model, lab sites, intra-visitations, before school, during school, and after school professional developments. 2. PS/MS95 will continue to use our highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework, and/or external professional development to enhance their instructional strategies. 3. Partnership with Pace University ~ Internship/Residency program: where undergraduate and master level students work with experienced teachers in our school for two academic years and one academic year respectively. Schools will interview prospective candidates from the program. 4. School administration attends citywide job fairs to interview certified teachers 5. Open market/excess systems as well as teacher referral |

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). |
| Central professional development series for teachers, administrators, and related personnel School professional development series on CCSS and Danielson Teaching Framework In school monthly meetings for paraprofessionals to provide them with strategies/tools to support student learning in the classroom ELI workshops/conferences for school administrators Dream Yard Arts integration partnership on-going workshops Partnership with Joyce Theatre for Dance/Arts teachers Weekly and monthly professional development to enhance teacher practice |

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Partnerships with Dream Yard, Dancing Classrooms, Joyce Theater, Explorers, Mosholu Montefiore Community Based (CBO), Junior Achievement, Lehman College – School of Education, Pace University – School of Education |

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.). |
| Provide parent orientation/articulation during the course of the school year to inform on the expectations of an elementary program. |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment |
|--|

measures and the professional development provided regarding the use of assessment results to improve instruction.

The school has established a committee to select the appropriate assessments for our school in accordance with the Measures of Student Learning (MOSL) selections. Based on our school's historical performance student data on NYS Exams and interim assessments results, the committee selected the growth measure for our selected local and state measures. Principal provided professional development to the staff and faculty during the month September 2013. On-going workshops will be provided by the Assistant Principals. Also, selected teachers and instructional coaches will attend central or network workshops on the Measures of Student Learning (MOSL).

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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. PS/MS 95'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. PS/MS 95 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;

PS/MS 95'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. PS/MS 95 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, PS/MS 95 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(1%) and the 1% allocation for parent engagement are utilized to sponsor and implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS/MS 95 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

PS/MS 95, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

F. School Information

| | | |
|--|----------------------|--------------------------|
| District 10 | Borough Bronx | School Number 095 |
| School Name Sheila Mencher Van Cortlandt School | | |

G. 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 Serge Davis | Assistant Principal Omara Flores |
| Coach type here | Coach type here |
| ESL Teacher James Regan | Guidance Counselor type here |
| Teacher/Subject Area Beth Kosofsky/ESL | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1329 | Total number of ELLs | 255 | ELLs as share of total student population (%) | 19.19% |
|--|-------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | 1 | 1 | 1 | 1 | | | | | | | | | 5 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | 1 | 1 | 1 | 1 | | | | | 4 |
| Pull-out | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | 9 |
| Total | 2 | 0 | 0 | 0 | 0 | 18 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 255 | Newcomers (ELLs receiving service 0-3 years) | 147 | ELL Students with Disabilities | 34 |
| SIFE | 0 | ELLs receiving service 4-6 years | 58 | Long-Term (completed 6+ years) | 16 |

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 | 75 | | | 9 | | | 0 | | | 84 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 82 | | 10 | 56 | | 7 | 33 | | 17 | 171 |
| Total | 157 | 0 | 10 | 65 | 0 | 7 | 33 | 0 | 17 | 255 |

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 Spanish | 12 | 25 | 12 | 21 | 14 | 0 | 0 | 0 | 0 | | | | | 84 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 12 | 25 | 12 | 21 | 14 | 0 | 84 |

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Spanish | 23 | 13 | 15 | 13 | 6 | 23 | 10 | 20 | 10 | | | | | 133 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | 1 | | | | | | 1 | | | | | | 2 |
| Bengali | | 2 | 2 | 0 | 1 | 0 | | 0 | 1 | | | | | 6 |
| Urdu | | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | | | | 2 |
| Arabic | | 2 | 1 | 1 | 1 | | 1 | 0 | 0 | | | | | 6 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | 1 |
| Other | 1 | 4 | 0 | 2 | 1 | 1 | 3 | 3 | 3 | | | | | 18 |
| TOTAL | 25 | 23 | 19 | 16 | 9 | 26 | 14 | 24 | 15 | 0 | 0 | 0 | 0 | 171 |

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) | 8 | 10 | 7 | 5 | 3 | 4 | 11 | 4 | 11 | | | | | 63 |

| 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 | 18 | 10 | 6 | 7 | 4 | 9 | 4 | 4 | | | | | 62 |
| Advanced (A) | 22 | 17 | 17 | 19 | 12 | 13 | 14 | 8 | 8 | | | | | 130 |
| Total | 30 | 45 | 34 | 30 | 22 | 21 | 34 | 16 | 23 | 0 | 0 | 0 | 0 | 255 |

| 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 | 13 | 6 | 0 | 0 | 19 |
| 4 | 13 | 3 | 0 | 0 | 16 |
| 5 | 22 | 4 | 0 | 0 | 26 |
| 6 | 9 | 2 | 0 | 0 | 11 |
| 7 | 12 | 2 | 0 | 0 | 14 |
| 8 | 9 | 6 | | | 15 |
| 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 | 13 | | 7 | | 1 | | 0 | | 21 |
| 4 | 13 | | 5 | | 1 | | 0 | | 19 |
| 5 | 28 | | 1 | | 0 | | 1 | | 30 |
| 6 | 12 | | 1 | | 0 | | 0 | | 13 |
| 7 | 15 | | 4 | | 0 | | 0 | | 19 |
| 8 | 7 | 2 | 8 | | 1 | | | | 18 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 7 | | 10 | | 2 | | 19 |
| 8 | 2 | 2 | 11 | | 2 | 1 | 0 | | 18 |
| 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) | 4 | 6 | 14 | 10 | | | | |
| 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. In the early grades, we assess students by using various methods of formal and informal assessments for example: Baselines, Midlines and Endlines in Reading and Mathematics, we also assess initial sound fluency, letter naming fluency, decoding, comprehension and reading fluency, El Sol is another comprehensive assessment utilized for TBE students which addresses reading comprehension, beginning sounds and letter recognition in grades K-2. TCRWP reveals a wealth of data about our students, including the reader's accuracy and self-corrections, comprehension, and fluency. This data has shown us that Conferencing notes which allow us to give students another opportunity to teach them a skill or strategy that may need to be reinforced and provide them with next steps. The data informs us that we need to focus on the Writing Process. Students need to begin writing stories with a clear beginning, middle and end. This will help students as they develop paragraphs. A strong emphasis has to be placed on editing their stories to make them readable to others. This information allows us to plan for our student's growth as learners throughout the year. The data gathered is used to plan our units of study, daily lessons, guided reading groups and our differentiated instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are 25 percent of our students that are beginners and 25 percent who are intermediates and 50 percent of our students are advanced. Our past data has also shown that English Language Learners scored higher on the modalities of Listening/Speaking rather than in reading and writing. This is consistent with language learning theories. Our data shows us that we have been able to increase the number of students into the advanced category as per 2013 data, this was from 83 to 130. We also have decreased the number of Beginners and Intermediates. All ELL students are provided with afterschool opportunities to address the specific needs that are assessed with a baseline and then through a pre-test when they join the program in order for us to monitor their growth throughout.
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](#))

The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam; however in the modalities of listening and speaking most of our students have been at the advanced level. In the reading and writing modalities in the past, the majority of our students have been intermediate. In terms of setting instructional objectives, all students will benefit from an earlier preparation for the NYSESLAT exam. Presently, the teachers in the ESL and Bilingual programs are now familiar with the new test and are better equipped to prepare our students to advance in all modalities. The afterschool program provided focuses greatly on the reading and writing and it's monitored by a pre-test and post-test in these modalities. The information about the AMAO is utilized to know where specifically we need to make progress with our ELL students. Our focus is to make progress in learning the English language and attain proficiency. The instructional units designed meet the Common Core Learning Standards on each grade level. The ELL's specific needs are addressed by working to meet these standards through the use of differentiation.
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 Majority of our ELL's eligible to take the ELA standardized test in grades 3-8 scored at a Level 1. When analyzing the ELE compared to the ELA, the students are doing better on the ELE since we only have 4 students reading on the Q1 and the bulk are in Q3 and Q4. We have 10 students who are on Q4 which we had none on the ELA. In order to provide students with the accommodations allowed, we know by testing time if students will feel more comfortable with using the English version of a content area state test along with the Spanish version or just use either language on its own. The ELL periodic assessments inform us of what skills and strategies are to be taught and used in order to help our ELL population. For example: Unit Assessments, El Sol, and TCRWP serve as progress monitors. We have learned that language objectives are important and that social language is different from academic language. Teachers on grades K-4 infuse students native language during Native Language Arts and content areas.
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. At PS/MS 95 our teachers use data to guide instruction for ELLs within the RTI framework in the following ways:

- Chunk instruction into shorter segments to allow for monitored breaks
- Expand assignments over a longer period ☐
- Extend wait time for oral and written participation and responses
- Provide small-group instruction ☐
- Pair or group ELL's with “buddies” who will assist with modeling and explaining tasks ☐
- Work one-on-one with student
- Introduce and develop new vocabulary visually
- Use bilingual dictionaries ☐
- Use technology and multimedia and graphic organizers
- Provide ample repetition of language and tasks: repeat, restate, rephrase, review, reread
- Encourage and allow for non-verbal responses such as pointing, nodding, pictures
- Adjust expectations for language output (e.g. student speaks in words and phrases, simple present tense statements)
- Allow shortened responses

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

6. Knowledge of the student (age, educational background, native language, family support) is crucial to the child’s second language development and must be taken into consideration when making instructional decisions. Our school, PS/MS 95, makes a concerted effort to fully know a child through the efforts of our administrators, teachers, guidance counselors, and parent coordinator.

7. For dual language programs, answer the following:

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

No Dual Language Program.

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 ELL programs by analyzing the data. Teachers receive the NYSESLAT and LAB-R data for the students they teach. This year notable data includes that over 50% of our ELL population is Advanced. This data is important in order to focus more specifically on these students individual needs in order for them to not just pass the NYSESLAT but the ELA in the testing grades. The data informs us of the necessary instruction that is needed for all ELL's as well as the use of other assessments such as the NYS ELA, NYS Math, Interim Assessments, TCRWP Running Records, Baselines, Midlines, Endlines and other teacher assessments. Teachers form groups accordingly and differentiate the instruction. As we plan utilizing our curriculum units, our emphasis is to provide the four modalities, listening, speaking, reading, and writing instruction to enable our students to make marked achievements on the NYSESLAT and ELA state exam.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

1. When new students are registered at PS/MS 95, the school's registration team looks to see if student is new to the public school system. If the student is new, we have the parent/guardian complete a Home Language Identification Survey with the assistance of a pedagogue. After the survey is completed, we assess it to see if the student can possibly be identified as an ELL. The student and parent are then interviewed in English or in Spanish by the Bilingual/ESL Coordinator/Assistant Principal, Ms. Flores. If the parent speaks another language, we seek someone who can assist with translation. If student is identified as an ELL, parents are briefed on the program choices available (Transitional Bilingual, Dual Language, and Free Standing ESL) and are given a parental choice selection form for them to read and sign. Parents are also invited to a meeting with the Bilingual Coordinator/Assistant Principal and the Parent Coordinator to inform them of the programs available for their child in and out of our school. Parents are provided with program information in their language. When the LAB-R is administered by the ESL Teachers within ten school days from registration, the student placement is then confirmed with the raw score of the test. All new entrants whose HLIS responses indicate Spanish and scores at or below LAB-R cut scores is administered the Spanish LAB by the Bilingual Teacher only once within the ten days of enrollment. Students who are identified as ELL's by the LAB-R, then must take the NYSESLAT in the spring.
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. The structures we have recently put in place in order to make sure that parents are well informed is to allow parents to view the informational video in the parent coordinator's office along with a pedagogue from the registration team when the student is registered. If the parent is not able to view the video, the ELL Coordinator informs the parent of the parental options and invites the parent to return to view the video. This is after the Home language interview takes place. Parents are encouraged to ask questions. Information is explained again and parents then fill out the Parent Selection Survey. If the parent chooses a program that is not available at our school, we advise the parent of this information and share that we will keep the parent selection form as noted and if we register 15 students in two continuous grades, we will open up a class. This information is given when parent registers their child. If the student is identified as an ELL, we inform the parent that the student will be tested within 10 school days from being registered in a NYC school system. The parent is then informed of the program assigned.
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. The Entitlement letters are distributed after we get information from the rough score of the LAB-R and when the NYSESLAT test scores are received. The ESL teachers and Assistant Principal ensure parents receive these letters and that a copy is filed. The Parent Survey and Program Selection forms are now done during registration, which assures their return. Parents are encouraged to fill them out before they leave. These letters are filed in students cum folder and in Assistant Principal's office. We inform parents that if the form is not returned, the default program for their child is the Bilingual Transitional Education program.
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. When a child is identified by a HLIS to be a possible ELL, the child and parent are interviewed and then child is administered the LAB-R. When parents have selected the program for their child after we have informed them of the possible choices and what may be best for their child through the interview in their language, we then assign a class for the child. The parents fill out the selection form and a copy is kept in student cum file and in Assistant Principal's office along with ELL letters and ELPC printouts done within 20 days. When a language is other than English or Spanish, we look for an interpreter. Many times, parents bring one with them if not we reach out to staff members for translation. If we were to come to a language we do not have a translator for, we will call the translation unit that is available to us. Parents are notified of their child's placement after provided with raw score on LAB-R through the placement letter sent home. When students do not achieve proficiency on the LAB-R, LAB-R Spanish or NYSESLAT, parents are notified of their continued entitled through letters sent home.
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 determine who takes the NYSESLAT by ELL Coordinator, Ms. Flores, AP running reports from ATS. The reports we refer to are the RLER, RLAT, RNMR and RMSR and compare them to the BESIS to make sure all students are tested. Ms. Flores

documents the information of students who need to be administered the NYSESLAT on the RCAL. The RCAL report, is utilized as a check off list by Ms. Flores as we administer the Speaking, Listening, Reading and Writing components of the NYSESLAT for each student. As all tests are administered by the Bilingual and ESL Teachers (Ms. Valentin, Ms. Solis, Ms. Cabrera, Ms. Ceballos, Ms. J. Rivera, Ms. Cotto-Santana, Ms. Im, Mr. Regan and Ms. Kosofsky) we check off student names making sure all students who have been identified as an ELL take the NYSESLAT.

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. The program models offered at PS/MS 95 are aligned with the parental requests. The majority of our new to public school registrants are elementary school age. We inform parents of the educational choices they have for their children. When parents are Spanish speaking and their children are in these early grades, they prefer a bilingual program for their children when identified as ELLs. Our school does not offer a bilingual program in grades five through 8 since we have not had the number of parents requesting it in two continuous grades. We use the Parent Selection Survey to track and determine if we have 15 or more students in two continuous grades to open a bilingual class. For grades five through eight, our school trend is that parents of grades 5-8 students prefer the ESL program. In the last two years, we have had no parents requesting the Bilingual program in these grades.

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. Instruction at PS/MS 95 is delivered through the use of several models. We have five self-contained Transitional Bilingual classes in grades K-4. Our fourth grade bilingual class is an ICT model. We utilize push-in, pull-out and self-contained models for our ESL classes. In grades K-8, we have a push-in and pull-out model. In grades five through eight, we have one self-contained ESL class on each grade. The students are heterogeneously grouped on each grade. The classes have mixed proficiency levels. During the push-in model in grade K-4 teachers push in to the Literacy Block. During the pull-out model, teachers try to pull out during content subject areas.
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. When our NYSESLAT scores are received as well as the rough scores from LAB-R, we carefully plan for the students' placement. Students in transitional bilingual classes receive Native Language Arts through the content of either science or social studies for 45-90 minutes per day depending upon the number of mandated units for the group of students. They receive 360 minutes of ESL and 90 minutes of ELA instruction. The students receiving ESL in the self-contained classes are grouped in their classes by their modality score report. The students in the push-in and pull-out classes are also grouped in this manner in order for them to get the amount of minutes mandated by Part 154. The Beginners and Intermediate groups receive 360 minutes of ESL, the Advanced groups receive 180 minutes of ESL Instruction all utilizing ESL Methodologies as their learning is scaffolded using our curriculum plans.
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 content areas in TBE classes are delivered through student's native language, which in our case is Spanish, or in English utilizing ESL strategies. Teachers use ESL strategies such as scaffolding, TPR and differentiated instruction. Classrooms libraries include books in English as well as student's native language in order to make content more comprehensible. Introduction and development of academic discourse such as hypothesizing, evaluating, inferring, predicting, and classifying all assist students through the English language transition time utilizing contextualized tasks that encourage thinking, reading, writing and speaking.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. ELL's are appropriately evaluated in their native language by their classroom teacher. Students are administered a baseline in their native language. Teacher assesses the strengths and next steps for the students. Differentiated instruction is planned as well as guided reading groups. Students are also administered "El Sol" which allows teachers to also plan for their overall reading comprehension.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year by their classroom teacher. Our units of study are aligned to the Common Core Learning Standards in which address the modalities of Listening, Speaking, Reading and Writing. Teachers plan their lessons and provide instruction that entail the four modalities. The NYS ELA, NYS Math, Interim Assessments, TCRWP Running Records, Baselines, Midlines, Endlines and other teacher assessments are utilized to provide the necessary informed instruction. Teachers form groups accordingly and differentiate the instruction utilizing their class data in order to make marked achievements on the NYSESLAT and ELA state exams.
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. Daily instruction is differentiated for our ELL subgroups by planning carefully utilizing individual student data and our curriculum units in order to help students achieve English language proficiency. Students who are SIFE, newcomers, receiving service four to six years, Long term ELL's, or are identified as having special needs receive differentiated instruction from their classroom teacher. The teacher utilizes student data to plan groups that address the needs of the students. These students are also highly suggested to attend our after school program for ELL's. This will aid our students in attaining on grade performance levels on the NYS ELA as well as the NYSESLAT. Students who attend this program have another opportunity to reinforce

their

reading and writing skills that are also part of our regular school day through smaller group instruction. There is a focus on enriching language development along with reading and writing strategies to ascertain that our ELL's are provided with meaningful access to a rigorous academic program that reinforces the four modalities. Students with special needs who are ELL's are also invited to the same program we offer the rest of our ELL population. An afterschool program will be offered for students in all ELL subgroups. The Bilingual Coordinator and classroom teacher will identify students for the program. Once our

students

become proficient on the NYSESLAT, we offer them transitional support if needed provided by the ESL teachers. We continue

to

review our data to group students as we provide them with differentiated instruction preparing them to be on grade level or above on the ELA and proficient on the NYSESLAT.

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 utilize the same reading and writing curriculum as the teachers on their same grade. The materials utilized such as short stories, read alouds are the same. The content area teachers utilize the same textbooks. The classroom libraries differ in the books being on the reading levels of the students since they should be on their independent reading level as assessed on Fountas & Pinnell. ELL's with disabilities tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Teachers assist them by identifying and selecting appropriate strategies, and helping them organize information. At the beginning of the school year administration makes sure that teachers receive the names of all students with IEP's. They are then to read the goals written for the students and plan accordingly. The administration (Ms. Grifiss) prints SEC reports to ensure all students are serviced appropriately and called into the IVR and that they receive the services stated. Lessons are differentiated and teachers confer with students to help them express concepts they are having difficulty with as well as address their language skills. We take a continuous data-driven approach to improving student performance, using the data and portfolio assessments to identify and address student needs and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. To meet and exceed City and State performance standards, students are administered periodic assessments. Item skills analyses are generated from periodic assessments to help teachers focus on specific student areas in need of extra instructional support and informs instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers within all of the content areas make appropriate decisions for students as they utilize various instructional strategies and gather data to plan lessons and activities that address the individual student needs of ELL-SWD's.

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. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by mainstreaming students, utilizing paraprofessional and providing mandated and at risk services in counseling, speech and language and SETTS when appropriate. The students IEP's are used to determine if students are meeting or have met goals set out for them. An IEP meeting is held with parent, teacher and School Based Support Team to discuss the change in student program sharing goals and student data.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

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.

| Native Language Usage/Support | | Transitional Bilingual Education (TBE) | | |
|--|--|--|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Dual Language | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | | | |
| TIME | | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Our targeted intervention programs for our ELL's who are SIFE, newcomers, ELL's receiving service four to six years, Long term ELL's, or are identified as having special needs are serviced through utilizing small group, one to one and conferencing. We have F-status teachers providing AIS. We also have in place the after school program which is two days per week for one and a half hours per day. For additional support, our ELL students will also be invited to attend our Saturday Academy that is tentatively scheduled for a total of ten Saturdays. Students will receive test prep for the ELA focusing on reading comprehension, writing and building stamina. The test prep for the NYS Math test will include a focus on basic skills, building fluency and mathematical language. This will help deepen understanding and affect application. The language utilized is English since the program is an ESL program however; in most cases our Bilingual or ESL teachers who usually provide this service after school do speak Spanish. Teachers are provided with a pre-test and a post-test for students in order to monitor their progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is effective as the data shows how many of our students scored Intermediate (62) and Advanced (130). We are always evaluating our reading and writing curriculum and address the needs of our ELL population by ensuring that our lessons include both language and content objectives. We refine our practices each year and will continue to address the needs of our ELL's utilizing our school data. During the mandated school day, we utilize our data to provide selected students with AIS. The service is provided as a push-in and pull-out. We also utilize F-Status teachers to provide AIS.
11. What new programs or improvements will be considered for the upcoming school year?
11. We will be providing a Saturday Academy in which ELL students will be invited as done in the past.
12. What programs/services for ELLs will be discontinued and why?
12. The program that will be discontinued for ELL's is the Tuesday/Thursday test prep program for ELA and Math. This was actually an after school program that was open to all of our below level students. Since we did not see a change in our data due to this specific program, we have decided to run the program on Saturdays that are closer to the testing dates. As we analyzed why we did not see results, we thought that on Saturdays, students can come in refreshed instead of doing this same work after school making it a long day for all involved.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All ELL students are provided with equal access to our school programs. In the past, ELL's were provided with being offered ELA after school twice per week and ESL twice per week. We have made some program changes after analyzing data for the programs offered, however our ELL population will now be invited to attend our Saturday Academy as the rest of our school population.
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. The instructional materials used for our ELL population are our curriculum units that include the four modalities for our ELL's, Story Town's ELL component that is used in grades K-3, Rigby and tradebooks. The Native Language Arts program used is VillaCuentos. All of our classrooms that include ELL students have Smart boards. They are being used in an interactive manner with students. We also have purchased five sets of Rosetta Stone for ESL teachers to utilize with their beginning students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language is supported in TBE through the content areas, through Native Language Arts, classroom libraries, glossaries, translated materials and buddy system. In our ESL classes it is supported through the use of classroom libraries, glossaries, translated materials, buddy system and in some cases with teacher who speaks student's native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. The required services and materials provided for our ELL students are age appropriate. We utilize high interest low-level texts when needed. The Story Town component for ELL's is age appropriate as well as the Rigby material we use. Our classroom libraries are leveled so that students are able to have easy access to their independent level reading books. The after school programs are also geared towards differentiating and utilizing materials that are age appropriate.

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. The activities that are done at our school include the orientation process that takes place after school is in session. The other activities have been workshops provided for parents and their child informing parents of the state Exams their child will be taking and how they can assist as well. For example, the New York State ELA exam and the NYSESLAT.

18. What language electives are offered to ELLs?

18. The language elective offered at our school is Spanish as a foreign language once student is in middle school.

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)?

No Dual Language Program.

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. At the beginning of each year, all teachers including teachers of ELL's and Paraprofessionals receive a "Pedagogical Needs Assessment" form to fill out and inform the administration of their pedagogical strengths, needs, and areas that are a work in progress. The feedback is reviewed by the administration and a pedagogical support plan is derived from the feedback provided by the teacher. The support (i.e., lesson planning, guided reading, how to effectively confer with students, data analysis - analyzing student work, differentiated instruction, etc..) given to the teacher is provided by the coaches through a cycle and the administration monitors it. At the end of the cycle, teacher gives administration feedback in reference to the support provided. We also provide professional development during Common Planning periods that are embedded 1x per week into the teachers teaching schedule for the year. Professional development is also provided during our grade and faculty conferences.

2. Teachers who have students, who have just transitioned from elementary grades, are provided with internal and external professional development opportunities provided by our Network, BETAC, Office of ELL's, Rigby, Common Planning, or other outside providers. The majority of teachers who have ELL students in their classes have received professional development on how to incorporate ESL methodologies into their daily workshops. Professional development around differentiation has also been provided for all teachers. Teachers are expected to differentiate the instruction during the workshop model framework in order to support students learning and ensure their academic growth. We emphasize basic skills, including phonics and early literacy development. During vertical planning meetings, we have worked on aligning our curriculum to the Common Core Learning standards. During Common Planning, we discuss the learning outcomes of our units and plan on how to address them. This in turn, allows teachers to plan lessons that are common core aligned. ESL students, who are in monolingual classrooms, and are no longer ELA exempt after one year, receive extra support in literacy and language development so that they are able to meet grade level standards. ESL teachers push-in to the classroom and work with small groups to support the literacy curriculum. In addition, students participate in a test sophistication program in order to familiarize them with the ELA exam.

3. The following workshops are scheduled for the teachers and guidance counselors of our ELL population: Differentiated Instruction, Planning for the Differentiated Classroom, Strategies for English Language Learners to develop spelling and vocabulary, Strategies for English Language Learners to develop reading comprehension and fluency and Understanding the process of literacy development for English Language Learners. In addition, our school's guidance counselors in particular our grades 6-8 guidance counselors provide on-going articulation workshops to parents to inform and assist them with the transition to High School. Also, guidance counselors push-in into the classrooms to observe and present High School information to the students as well as conducting one-on-one sessions to guide students and parents in selecting their school of choice that will best meet their social and educational needs.

Our school will continue to offer Jose P. training to our teachers. Professional development documentations will continuously be filed.

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. Our school offers ongoing workshops for all our parents. Our Parent Coordinator assists the Bilingual Coordinator with the compliance meetings for the Parents of our ELL population. This however is a population of parents that are usually more willing to attend professional development around various topics. We also reach out to parents to partake in our school wide learning walks arranged by the School Leadership Team. We offer on-going workshops dealing with various topics to our parents: How to improve parenting skills? How to talk with boys? Migration issues, ARIS, Parent Talk, etc... We provide parents with Workshops on the NYSESLAT exam, ELA and Math State exams, as well as workshops on the CCLS as it's aligned to the school curriculum. All of these workshops are translated by parent coordinator or Assistant Principal.

2. Our school in partnership with our Community Based Organization(Mosholu Montefiore Community Center) offers ESL and GED classes on Saturdays to the parents of our ELL students. The teachers hired to teach these courses are bilingual. The Parent Association also plays a key role in supporting the academic and social/cultural areas toward the success of the English Language Learner.

3. The parent coordinator evaluates the needs of parents sending home Needs Assessment forms for Title I in English and Spanish that gives us insight as to how we can better serve our parents. There are choices given for workshops as well. The parent coordinator has also scheduled trips for parents such as the Museum utilizing Title I funds. We have used translation services provided by the DOE for languages we are not able to translate. We have used technology (google translate) when necessary to communicate with parents of languages other than English and Spanish.

4. Our parental involvement activities guide families of ELL students to make the best decisions for their children. They assist with helping them complete necessary paper work and submit records that are required. Translation services are also provided for parents when needed. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the PS/MS 95 team in support of their children. The parent association through Title I also offers adult ESL classes for parents. Workshops for parents that support their children's academic and social growth are provided in English and Spanish in the efforts to involve them in our school community.

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: PS/MS 95 Sheila Mencher School**School DBN: 10X095**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------------|----------------------|-----------|-----------------|
| Serge Davis | Principal | | 11/15/13 |
| Omara Flores | Assistant Principal | | 11/15/13 |
| Delis DeLeon | Parent Coordinator | | 11/15/13 |
| James Regan | ESL Teacher | | 11/15/13 |
| | Parent | | 1/1/01 |
| Beth Kosofsky/ESL | Teacher/Subject Area | | 11/15/13 |
| Jessica Rivera/Bilingual | Teacher/Subject Area | | 11/15/13 |
| Brandi Nankivel | Coach | | 11/15/13 |
| | Coach | | 1/1/01 |
| Joyce Levine | Guidance Counselor | | 11/15/13 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X095 School Name: PS/MS 95 ~ The Sheila Mencher

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, staff assistance based on parent's and student's native language needs. If there's a language that a building personnel cannot translate than we seek the assistance of external DOE personnel (i.e., translation unit). To facilitate this process, the school will input pertinent information(OTELE code) on ATS, emergency cards, HLIS.

Our school is serving parents and students of the following native languages:

English - 55%

Spanish - 40%

Other - 5% (Albanian, Arabic, Bengali,Bulgarian, Cantonese,Chinese, Fanti, French,Fulani, GA, German, Gujarati, Hindi, Italian, Mandarin, Russian, Tigre, Turkish, TWI, & Urdu).

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 school is predominantly of students from Hispanic heritage; as a result, our school's major translation oral and/or written is in Spanish. However, we still evaluate the languages of the parents and students to provide the necessary written and oral translation with the assistance of the parent coordinator, building translator for Spanish speaking parents and students, administration and other faculty members. When necessary the school uses the translation services of the New York City Department of Education Translation and Interpretation Unit. We also use the school messenger phone service (i.e., Global Connect) to inform parents about current school's activities.

Part B: Strategies and Activities

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

PS/MS 95 will provide written translation for report cards, progress reports, Parent Association notifications, teacher to parent correspondence and monthly newsletters. Timely provision of translated documents is provided to parents on a regular basis by school staff and administrators. In addition, parents who are non-English speakers are provided with a translated Bill of Parents Rights and Responsibilities. All notifications are sent home in English and Spanish; parents of other native languages are given information to reach out to the school for further assistance or a cover letter is sent home along with the English version for the parent to seek assistance to the DOE. The school has signage and forms in accordance to our Home Language Report (RHLA).

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

Oral interpretation services are provided in-house by the school staff and administrators. Oral interpreters are available at all parent meetings and are available during parent/teacher and vital student/teacher conferences. The school sent daily communication to parents via an automated system called Globel Connect.

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>.

PS/MS 95 – The Sheila Mencher Van Cortlandt School will 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 child’s educational options and parents’ capacity to improve their children’s achievement. This will be monitored via careful screening at the time of student enrollment through blue emergency cards and Home Language Survey (HLS) to access all available services to ensure that language is not a barrier to building and enfranchising the school community for the ultimate academic success and well being of the child. In addition, our staff and faculty are aware of Chancellor's regulation A-663 and are also aware of school's translation protocols.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: PS/MS 95 | DBN: 10X095 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 80 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 5 |
| # of certified ESL/Bilingual teachers: 5 |
| # of content area teachers: 0 |

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: The school Title III program will focus on addressing ELL students' needs in reading, writing, listening and speaking. Last school year's NYSESLAT data showed that our ELL students are struggling with the listening and speaking components of the exam. We will have an after school program that will address the needs mentioned above. The program will be two days a week for 90 minutes each day. Grades 3 through 8 ESL/Bilingual students will be targeted to attend the program. Teachers with ESL/Bilingual will be hired for this program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language support. The program will run from December through May every Mondays and Wednesdays: 12/10 -5/9/13. Students will be assessed in accordance with ESL standards in order to measure students' progress and refine instruction to use various modalities of teaching. We will use the i-Ready Reading Program (i.e., focuses on five domains: phonemic awareness, phonics, vocabulary, and reading comprehension) and Empire State NYSESLAT for ESL/ELL by Continental Press, which addresses the four modalities: Reading, Writing, Listening and Speaking to support our instructional program. In addition, we will use trade books accompanied with CD's and web-based programs to reinforce/enhance student's listening and speaking skills.

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: Through a "Pedagogical Needs Assessment" form, which teachers are asked to fill out by administration; as a result, an annual professional development plan is devised for all teachers to meet their specific pedagogical needs. Additionally, on-going internal/external professional development to enhance teacher practices will be provided. The internal professional development series will be every Tuesday from 3:30PM - 5:00PM beginning in January 8th and ending on May 7, 2013. The external professional development will be on-going based on needs through the following vendors/organizations: ASCD, Solution Tree, Ventures Education, etc... Weekly common planning meetings as well as monthly faculty and grade meetings are platform utilized to build teacher capacity on research-based practices. The following topics will be addressed: Curriculum Planning, Content Vocabulary, Reading Strategies for ELL students, Data Analysis, Conferencing with students, Common Core State Standards, Differentiated Instruction, Strategies for ELL students to develop language skills.

Part C: Professional Development

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: The school will provide on-going parent workshops to inform and educate parents on curriculum and assessments: NYSESLAT, NYS ELA and Math exams. Also, provide parents with cutting edge education information dealing the social and academic development of ESL/Bilingual students. The school will schedule a minimum of 5 workshops to address the aforementioned. The topics to be discussed: ELL Compliance - November 1,2012, Demystification of the NYSESLAT Exam - January 31, 2013. How to Help your Child with Homework, Child Self-Esteem, How to Help your Child Cope with Stress: March through May 2013 specific dates will be determined. Parents will be informed of these workshops through our school's monthly calendar, our school automated voice messaging system - Global Connect, and flyers, and our school's newsletter. The school will apply all appropriate translation and interpretation services to ensure that high percentage of our parents will participate in these workshops

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |