



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

**DRAFT - PENDING SUPERINTENDENT APPROVAL &
NYSED APPROVAL**

DBN: 10x033

**School Name: Timothy
Dwight Elementary**

Principal: Lynette Santos

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 33 The Timothy Dwight School School Number (DBN): 10X033
School Level: Elementary Grades Served: K-5
School Address: 2424 Jerome Ave, Bronx NY 10468
Phone Number: 718-584-3926 Fax: 718-584-7004
School Contact Person: Lynette Santos Email Address: Lsantos4@schools.nyc.gov
Principal: Lynette Santos
UFT Chapter Leader: Corey Taylor
Parents' Association President: Doris Rodriguez
School Leadership Team
Chairperson: Sean Brock
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, 8th fl. room 835, Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lynette Santos	*Principal or Designee	
Corey Taylor	*UFT Chapter Leader or Designee	
Doris Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kristen Demarino	Member/ Teacher	
Sean Brock	Member/ Chairperson	
Ariana Romero	Member/ Parent	
Carmen Ramirez	Member/ Parent	
Ana Marin	Member/ Parent	
	Member/	
E. Rodriguez	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

IT IS THE MISSION OF P.S 33 TO CREATE A SCHOOL ENVIRONMENT WHERE ALL MEMBERS OF THE LEARNING COMMUNITY ARE ACTIVELY IMMERSSED IN THE LEARNING PROCESS WITH THE SHARED GOAL OF MEETING AND SURPASSING ACADEMIC STANDARDS. MEMBERS OF THE LEARNING COMMUNITY ARE COMMITTED TO REACH THEIR FULL POTENTIAL AS LEARNERS AND INFLUENTIAL CITIZENS OF THE GLOBAL COMMUNITY.

PS 33 is an elementary school located in the Bronx with a population of 1,054 students in grades Pre K -5. The student body is 85% Latino/a, 10% Black, 1% White, 2% Asian and 2% Other; 30% of our students are English Language Learners (ELLs) and 20% are Students with Disabilities (SWDs). It is our mission at PS 33 to create a school environment where all members of the learning community are actively immersed in the learning process with the shared goal of meeting and surpassing academic standards. Members of the learning community are committed to reach their full potential as learners and influential citizens of the global community.

All the initiatives at our school are created to help our students gain the skills necessary to meet and exceed the Common Core Learning Standards. This year we are implementing our RTI/Passport Voyager Sopris program in which students will be grouped based on independent reading level in order to improve their reading. This program will help our ELL students and Students with Disabilities to be able to gain a good grasp of the basics of learning to read and move them closer to proficiency.

To create more rigor and student engagement in our curriculum, our units of study will be connected to the Social Studies and Science Scope and Sequence. In addition to these units of study, we will also include a project based learning approach. It is our belief that adding these two aspects to the curriculum will help us to increase both student engagement and rigor.

In 2013-2014 we made the most growth in the DTSDE tenet 3; curriculum development and support. On our 2011-12 QR Quality statement 1 we were rated developing in designing engaging and rigorous and coherent curricula, including the Arts for a variety of learners and aligned to key state standards. In the previously stated indicator we made significant progress and scored Proficient which is equated to Effective in our 2012-2013 Quality Review.

The one area of focus that we will be addressing this year is connected to DTSDE Tenet 4 - our educators will receive supports and professional development on Questioning and Discussion Techniques (Danielson Framework component 3b) and Engaging Students with Learning (component 3c).

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1062	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.3%	% Attendance Rate		91.2%	
% Free Lunch	86.1%	% Reduced Lunch		0.4%	
% Limited English Proficient	28.8%	% Students with Disabilities		19.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.3%	% Black or African American		10.0%	
% Hispanic or Latino	84.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	

Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	13.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.54
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	10.1%	Mathematics Performance at levels 3 & 4	17.6%
Science Performance at levels 3 & 4 (4th Grade)	75.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	NO
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our 2011-12 QR Quality statement 1 we were rated developing in developing teacher pedagogy from a coherent set of beliefs about how students learn best, and ensuring that it is: aligned to the curriculum, engaging and differentiated to enable all students to produce meaningful work products. In the previously stated indicator we made significant progress and scored Proficient which is equated to Effective in our 2012-2013 Quality Review.

- School leaders and faculty make meaningful curricular decisions aligned to the Common Core Learning Standards that build coherence and engage all students in challenging academic tasks.
- Teacher teams and individual teachers use assessment results from various sources to effectively adjust curricula.
- One of our areas of need is increasing the performance of our English Language Learners in ELA. This need is based on the data from the NYS ELA test in which only 2.2 percent of 134 ELL students (3 students) scored level 3 and 4.
- Another area of need is increasing the performance of our Students With Disabilities in ELA. This need is based on the data from NYS ELA in which only 2.2 percent of 93 SWDs (2 students) scored levels 3 and 4.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Implement a new Response To Intervention initiative for all students that provides extra supports for level 1 and level 2 students who are ELLs and Students With Disabilities. We will be using Passport Voyager Sopris, a research-based

program proven to move students to higher levels of proficiency in an expedited manner. We will increase the independent reading levels of all students' by 6 levels by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Implement Passport Voyager Sopris where students will be grouped by reading level, with a 13:1 student-to-teacher ratio on Tuesdays, Wednesdays and Thursdays for 80 minutes during the instructional day.	All students (K-5)	October 2014 – May 2015	RTI Committee Members and School Leaders
Ongoing professional development on how to use the Passport Voyager Sopris program given as a one-day professional development; ongoing professional development presented by the RTI committee to help teachers as needs arise with the implementation of the program.	All Teachers and Para-professionals	September 2014 – June 2015	RTI Committee and School Leaders.
Weekly Saturday ESL parent classes that will provide parents with support in the acquisition of the English language so they can support their children at home; biweekly workshops with parents that supply them with tools they can use to help their children acquire basic and intermediate reading skills and strategies.	Grades 1-5	October 2014- June 2015	School Leaders, ESL instructors (3) and Parent Coordinator
Implement monthly progress report/ goal setting meetings with parents during the Tuesday parental engagement time which supports creating a school community based on trust which addresses the Capacity Framework element of Trust.	All Parents	October 2014 – June 2015	ESL instructors (3) and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Passport/Voyager Kits (76 kits for 76 groups of 13 students by reading levels) Consumable Materials. Rescheduling of instructional day to include 80-minute interventions for small group instruction on a 13:1 ratio. 2 hours of per session for 14 committee members' planning and data analysis for 10 sessions. 1 RTI teacher coordinator at 4 hours for 35 sessions

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- The mid-point benchmark will show student improvement of 3 instructional reading levels.
- The mid-point progress monitoring will be taking place on January 20th 2015.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- In our 2011-12 QR Quality statement 1.4 maintain a culture of mutual trust and positive attitudes towards learning that support the academic and personal growth of students and adults we were rated proficient which is equivalent to an effective in the HEDI ratings system.
- Our school’s P.B.I.S. (S.T.A.R.S.) program is aligned with the Citywide Standard of Intervention measures of the NYC Department of Education. Through this program students are aware of the rules of the school and rewarded for proper conduct with Stars which can be traded for tangible items from the Star Store.
- Developing the whole child is a very important part of our school community so we have expanded our arts leadership team. This expanded team is expected to offer several opportunities to our students to express themselves through the arts with a special emphasis on reaching our high-risk students. Students will participate in assembly shows, Holiday Concerts, Art Gallery Displays, Arts and Dance Festivals, and outreach to various community organizations such as the Veteran’s Hospital, Home of the Aged, Botanical Gardens, etc.
- Utilizing our in- school and afterschool sports programs (basketball in the fall and tennis in the spring) to expose students to team building and leadership opportunities.
- Our Junior and Senior patrol is another initiative that builds teamwork and promotes leadership in our school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Implement an improved PBIS program that we have had great success with that will support us with creating a supportive environment. To address student engagement and rigor we intend on integrating social studies and science into our literacy curriculum that reflects project-based learning. The projects will also address students' diverse learning styles through the use of multiple entry points that will help students to build confidence about what they are learning and how they are narrowing their learning gaps, resulting in a decrease in our OORS incidents of 25 % by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Consistently implement our PBIS program, including yearly festival and monthly visits to the Stars store.	All students (K - 5)	September 2014 – June 2015	School Leaders, teachers and other staff.
Collaborating with the Arts Leadership Team, and Community Based Organization to insure our students are receiving quality arts instruction. Using our Sports Initiatives and Junior/Senior Patrol to encourage team building and leadership amongst our students. We also intend to begin a student government so students can learn about leadership and being a part of the decision-making process in the school. This will provide students with a choice in their environment and a voice in their education.	All Students (K – 5)	September 2014 – June 2015	School Leaders and Arts Leadership team
Curriculum maps being developed to include NYC Social studies and Science curriculum as well as an integration of project based learning using a variety of hands-on materials and supplies.	All Students (K -5)	September 2014 – June 2015	Coaches, PBL facilitator, Arts Leadership Team and School Leaders
Professional development presented by PBL Horizons on 4 Saturdays to give teachers the tools necessary to include project based learning in the curriculum	All teachers and para-professionals	October 2014 – November 2014	PBL Horizons staff, in school Facilitator and School Leaders
Implement monthly progress report/ goal setting meetings with parents during the Tuesday parental engagement time which supports creating a school community based on trust which addresses the Capacity Framework element of Trust.	All parents	September 2014 - June 2015	School Leaders, Teachers and Parent coordinator.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PBIS .5 staff member /Coach
- Star Store incentives/festival 5,000 items (5 incentives per student)
- Arts leadership team per-session 6 members x 2 hours x 10 months
- Dreamyard Project funding in school residencies x 4 classes x 37 sessions

- Sports After School (3 classes) bulk per-session for 3 para-professional x 90 sessions
- Senior/Junior Patrol incentives 3 trips x 20 students + 2 parents chaperones + 3 in-house incentives
- Student Government per-session 1 teacher x 48 sessions + 1 school aide X 2 hrs. X 48 sessions
- Curriculum team per-session 14 teachers x 2 hrs. X 50 sessions
- Project Based Learning provided by JDL Horizons professional development Per-session x 25 teachers x 4 hrs x 4 sessions + 15 para-professionals bulk x 4 hrs x 4 sessions.
- Project Based Learning provided by HDL Horizon trainer Ms. Karen Diaz x 4 hours x 4 sessions
- Project Based Learning consumable materials for 7 units of study for 45 classes
- 2 Bulk After school aide for student initiatives x 2 hrs x 90 sessions

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Our Mid-point progress monitoring will take place on January 20th
- Our data should show a decrease of 45% in OORS student incidents and an increase in attendance.
- Due to the usage of Project Based Learning we will also see an increase student engagement which will be measured by teachers scoring at least 80% effective on Section 3C in advance engaging students in learning.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In our 2011-2012 QR Quality statement 4.2; engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning we were rated proficient which was also our rating in the 2013-2014 school year.

It is our practice to make sure that all teachers have a clear understanding of the Danielson Framework. Our teachers have done great work with incorporating the different components into their daily planning to make sure students are receiving high-level instruction. Our 2013-14 Quality Review feedback noted that student discussions needed to stimulate more critical thinking.

Teacher team meetings have been parts of our school community for years and our teachers have a wealth of experience working together. Our 2013-14 Quality review recommended that we focus on teachers giving critical feedback to advance the learning of students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will implement professional learning initiatives for teachers using Instructional Rounds and a Vertical Peer Review Process so teachers can acquire best teaching practices and strategies for multiple entry points to support students' engagement and higher order thinking so at least 80% of our teachers will score effective or highly effective in Using Questioning and Discussion Technique (3b) and Engaging Students in Learning (3c) by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Conduct monthly Instructional Rounds that focus on 3c Engaging students in learning using multiple entry point strategies within a rigorous curriculum that incorporates project-based learning.</p> <p>Conduct Weekly Vertical Peer Review Process that focuses on 3b. Using Questioning and Discussion Techniques in learning strategies to support critical thinking through student inquiry during project based learning.</p> <p>Weekly Monday 80 minutes Cycles of Inquiry-Action Research to look at student work and identify best teaching practices to narrow learning gaps and provide extensions to advance student learning/higher order thinking.</p>	K-5 Teachers	Sept 2014 – June 2015	School leaders, Coaches, Grade Level Facilitators, Network instructional coach
<p>Network Workshop Series of 90 min. sessions on 3b. Questioning and Discussion Techniques.</p> <p>Network Workshop Series of 90 min. session on 3c Engaging student with Learning using DOK for Project Based Learning.</p>	K-5 Teachers	Sept 2014 – June 2015	School leaders, Coaches, Grade Level Facilitators, Network instructional coach.
Workshop Series on Project Based Learning by HDL Horizons Trainer, Ms. Karen Diaz	K-5 Teachers	October 2014 – November 2015	PBL Trainer, School’s PBL Facilitator, coaches and school leaders.
<p>Utilize parent coordinator to provide monthly workshops to families on how to engage their students with discussion for higher order thinking through 3.b. Questioning and Discussion Techniques using “Experiencing the Question Formulation Technique Protocols” by the Right Questions Institute.</p> <p>Implement scheduled Monthly Progress Report and Goal Setting Meetings with families that support students and families with progress and feedback on student’ critical thinking.</p>	All Parents	January 2015 – June 2015 September 2015 – June 2015	Parent coordinator and School Leaders Teachers, Parent coordinator and school leaders
Implement monthly progress report/ goal setting meetings with parents during the Tuesday parental engagement time which supports creating a school community based on trust which addresses the Capacity Framework element of Trust	All teachers	September 2015 – June 2015	School Leaders, Teachers and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

- Instructional rounds Initiative: schedule adjustments and coverage for teachers K-5 on a monthly basis and consumables (markers, paper and large chart tablet)
- Network workshop series on 3b and 3c: Schedule adjustments: 5 per diem coverage for 25 teachers K-5 for 16 days and consumables (markers, large chart tablets, copy paper, etc.).
- Bi-monthly Parent Workshops: Bulk Parent Coordinator to provide 2 hrs workshops for 12 sessions and 1 bulk para-professional for 2 hrs workshops for 12 sessions ad 1 bulk school aide for child care for 2 hrs for 12 sessions.
- Instructional rounds initiative: 4 per diem teachers x 7 days + 4 bulk school aides x 4 hrs. X 7 days and consumables.
- Network workshop and 3b and 3c: 4 per diem teachers x 7 days + 4 bulk school aides x 4 hrs. X 7 days + consumable materials
- Project Based Learning Professional development by HDL Horizons: Per-session for 25 teachers x 4 hrs. X 4 days + 15 bulk Para-professional x 4 hrs. X 4 days + HDL Horizons Facilitator
- Bi-monthly Parent Workshops: Bulk Per-session for parent coordinator x 2 hrs. X 12 sessions + 1 bulk Para-professional x 2 hrs. X 12 sessions + 1 Bulk school aide for childcare x 2 hrs. X 12 sessions

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark will reflect 60 percent or more teachers scoring at Effective or Highly Effective for observations conducted using Danielson components 3b and 3c.

The midpoint is January 30th, 2015.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The leadership of the school has effectively communicated goals outlined in the previous SCEP to staff through several different avenues and it is intended that we will continue to do that with this current SCEP. We use the work that we do in this document as a guide for all of the decisions and procedures in the school building.

Our 2013 -2014 Quality Review feedback reported that although teacher teams meet to analyze student work, there were limited suggestions made to address teacher practice that would support student of key standards. As a result, there were missed opportunities for teachers to identify clear next steps for strengthening their instructional capacity that advances student progress toward higher levels of achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will implement “The Collaborative Inquiry Process,” which is a research-based program that effectively teaches educators how to examine student work and focus instruction on closing identified learning gaps using the cycle of inquiry. The measure of its impact will be seen through a change in the teachers’ planning, making curriculum adjustments, usage of multiple entry points thereby increasing rigor in instruction. By June 2015 we expect to see all of our teachers showing evidence of using assessments and data to drive instruction resulting in

80% of teachers achieving a rating of effective in Danielson's component 3d.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Provide professional development on how to use a research-based cycle of inquiry “The Collaborative Inquiry Process” to analyze students’ data and work to 3 AP’s and Grade Level Facilitators.</p> <p>Implement Monday 80 minute Grade Level Cycle of Inquiry to collaboratively look at students data/work, identify needs, share of best teaching practices, implement best teaching practices and monitor progress on students’ achievement evidenced on 2nd round of work samples facilitated by Grade Level Facilitators.</p>	<p>Principal, 3 AP’s Grade Level Facilitators, Teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, School Leaders and Grade Level Facilitators</p>
<p>Provide professional development on multiple entry points to paras and teachers of ELL’s and students with disabilities to narrow learning gaps.</p>	<p>Bilingual teachers, ESL teachers and Special needs teachers, Paraprofessionals.</p>	<p>January 2015 – June 2015</p>	<p>ELL’s Coach, ELL’s School Leaders and Principal</p>
<p>Implement scheduled Monthly Progress Report and Goal Setting Meeting with families that support students and families with progress reports and feedback on students critical thinking which addresses the Capacity Framework element of trust.</p>	<p>All Parents</p>	<p>September 2014 – June 2015</p>	<p>School Leaders and Teachers.</p>
<p>Implement scheduled monthly SLT meetings including parent representatives who review, monitor the progress of SCEP goals and make suggestions for school improvement to build and support a collaborative community based on a foundation of trusting relationships which addresses the Capacity Framework element of trust.</p>	<p>All Parents</p>	<p>September 2014-June 2015</p>	<p>PA President, UFT Rep and Principal</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

-Collaborative Inquiry Process Initiative: 12 Grade Level Facilitators, Assistant Principal, and data specialist.
 -Professional Development on multiple entry points for ELL and SWD teacher's initiative: 13 teachers and listening centers/listening center libraries for every class.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Collaborative inquiry Process professional development initiatives: Per Session Teachers 12 GLF's X 2 hrs. X 32 sessions + Principal 1 X 2hrs. X 32 sessions + 1 Data specialist 2hrs. X 192 sessions.
- Professional Development on Multiple Entry Points Teacher per session 13 teachers X 2 hrs. X 30 sessions + Consumable materials, charts, markers, paper, pens.
- Listening center resources: 1 center (including stereo, input splitter and 4 headphones) for 45 classes + a book and compact disc library x 45 classes

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark will reflect at least 45% of teacher achieving an effective rating on Danielson's component 3d. Mid-point progress monitoring will take place by January 30th, 2015.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The results of our 2013-14 School Environment survey demonstrate that 98% of our parents are satisfied with the education that their child has received. This accomplishment is a result of providing on-going professional development opportunities to our pedagogical staff. As part of our professional development program, we schedule weekly vertical or horizontal meetings and/or invite consultants and our Network’s Achievement coaches to train teachers in topics related to our areas of professional growth such as Questioning and Discussion Techniques.

In response to the question how parents felt in relation to the wide variety of courses, extracurricular activities and services that our school offers throughout the year, 98 % of parents were satisfied. We work in partnership with CBO’s such as Mission Society, Dream Yards and Visual Arts to offer quality, fun, hands-on extracurricular programs that aim at developing the academic, personal and behavioral aspects in a child’s life. Our 2013-2014 Quality Review highlighted that, “our school’s safe and caring environment supports the growth of the student academic and personal behavior. “

The following goal will address the need to continue fostering parents’ active participation in their child’s education.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will implement targeted Saturday ESL classes and weekly workshop series on basic phonics skills for parents of ELL’s and SWD’s on how to develop activities at home to reinforce phonemic awareness, phonics skills, vocabulary development and language acquisition so that at least 25% of our ELL’s and SWD’s will show growth of at least 3 or 4

Independent Reading levels for grades K-2 and advancement of at least 2-3 Independent Reading levels for grades 4 and 5 by June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement a comprehensive ESL Parent and Child Saturday program to engage parents and members of the learning community in activities that help their children develop basic phonics skills (group 1 parents), rigorous academic content knowledge, skills and strategies (group 2 parents).</p> <p>Parents will participate in cultural literacy projects through “Visual Arts with Mr. Nguyen”; which is designed to develop personal, cultural, textual and thematic connections within and across genres that integrates ESL methodologies and multiple entry points. Parents will continue to engage in learning activities beyond the classroom setting by participating in social/cultural events and trips throughout New York City such as Fordham Library, museums, parks and colleges.</p> <p>Implement Common Core Learning Standards activities for ELA and Math to help parents (group 3 parents) understand the logistics in order to effectively help their children in their academic progress.</p>	<p>All ELL’s Parents and Parents of Students with Disabilities</p>	<p>September 2014 – June 2015</p>	<p>3 ESL Facilitators, Parent Coordinator and School Leaders</p>
<p>We will implement monthly workshops on Reading skills; strategies such as Fluency, Phonemic awareness, word families and vocabulary will be offered to parents to help them build their children’s foundation in literacy.</p> <p>Provide scheduled monthly progress report and goal setting parent teacher conferences inclusive of parents of SWD and ELL’s for grades K-5, using various parents’ guides such as, Homework Tips and Test Taking Strategies, College and Career Readiness, Cyber-Bullying, etc.</p>	<p>All parents of ELL’s Students with Disabilities</p>	<p>January 2015 – June 2015</p>	<p>School Leaders and Parent coordinator</p>
<p>In regards to engaging parents and families in every aspect of school life our school is implementing; The home-school connection initiatives: Monthly School Calendar of Events, Welcome Back/Open House event, Grandparents’ Day- Read to Your Grandchild’s Class Day, Multicultural Thanksgiving Day Feast, Annual Heath Fair, Holiday Picture, Read to Your Child’s Class, Martin Luther King’s African American Acknowledgement, Black History Month Celebration, March Women’s History Month Acknowledgement, Fifth grade Middle School Process and Promotional Criteria, Mother’s Day Celebration, Multicultural Dance Festival, Graduation Celebration, and Father and Child Sports Day. By organizing and implementing these parent</p>	<p>All Parents, Students and Teachers</p>	<p>September 2014 – June 2015</p>	<p>School Leaders and Parent coordinator</p>

initiatives, we are working toward the shared goal of improving student outcomes, which will further empower parents to meet the academic needs of their child.			
We will provide Monthly P.S. 33 newsletter to inform parents about the most current events and advise them about tips on how to help their child to be successful in school. The newsletter will also highlight students displaying positive academic and personal behaviors, such as our “Students of the Month,” for each class.	All Parents and Students	January 2015-June 2015	Parent Coordinator and School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Saturday ESL & CCLS Parent program: 1 Parent Coordinator for 5 hrs. For 28 sessions, 2 Paraprofessionals for 5 hrs. For 28 sessions, 1 Supervisor School Aide for 5 hrs. For 28 sessions, 1 School Aide for 5 hrs. For 28 sessions, 1 Art Consultant: for 4 hrs. For 28 sessions, Supplies, consumable materials
- Monthly Family CCLS Social Nights aligned to school curriculum units: All staff will work 4hrs for 28 sessions, 2 school aides, 1 Parent Coordinator, 2 Para-professionals, 1 Visual Arts Consultant, Supplies, and consumable materials
- Monthly workshops on Reading skills and strategies such as Fluency, Phonemic awareness, word families and vocabulary for parents for ELL’s and SWD’s 1 Parent Coordinator for 1 hr. for 5 sessions, 1 Para-professional for 1 hr. for 5 sessions, 1 School Aide 1hr. for 5 sessions, and Supplies, consumable materials
- Take a Holiday Picture with Santa Claus Supplies: Color paper for the flyers, frames, color ink, index cards, black markers, photo paper, 1 Supervisor school aide and 4 School Aides
- Saturday ESL & CCLS Parent program: Per-session for 1 Parent Coordinator 5 hrs. X 28 sessions, 2 Paraprofessionals 5 hrs. X 28 sessions, 1 Supervisor School Aide 5 hrs. X 28 sessions, 1 School Aide 5 hrs. X 28 sessions, 1 Art Consultant: 4 hrs. X 28 sessions, Supplies, consumable materials
- Monthly Family CCLS Social Nights aligned to school curriculum units: 2 Bulk school aides X 4 hrs. X 28 sessions, 1 Bulk Parent Coordinator X 4 hrs. X 28 sessions, 2 Bulk Para-professionals X 4 hrs. X 28 sessions, 1 Visual Arts Consultant, Supplies, and consumable materials
- Monthly workshops on Reading skills and strategies such as Fluency, Phonemic awareness, word families and vocabulary for parents for ELL’s and SWD’s: 1 Bulk Parent Coordinator X 1 hr. X 5 sessions, 1 Bulk Para-professional X 1 hr. X 5 sessions, 1 Bulk School Aide X 1hr. X 5 sessions, Supplies, consumable materials
- Take a Picture with Santa Claus Supplies: Color paper for the flyers, frames, color ink, index cards, black markers, photo paper, 1 Supervisor school aide and 4 School Aides during the instructional day

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark will be an indicate student attendance at 94% and students will show an increase by 2 independent reading levels.

This Midpoint will take place on January 30th, 2015.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Open to all students in ESL and Bilingual classes	ELL after-school	Small group	After school Wednesdays and Thursdays
	Open to all students grades 2-5	Academic After school (grades 2-5)	Small group	After school Wednesdays and Thursdays
	For all students	RTI/ Passport Voyager Sopris	Small group	During the school day Tuesday – Thursday.
	Open to all students in testing grades	February Vacation and Spring Break Enrichment Program	Small group	Tuesday – Thursday during the February and Spring breaks
Mathematics	Open to all students in testing grades	February Vacation and Spring Break Enrichment Program	Small group	Tuesday – Thursday during the February and Spring breaks
	Open to all students	Tiered instruction through the Go Math program	Small Group	On a daily basis.
Science	For all 4 th grade classes	Students receive weekly instructing from our Science cluster teacher	Whole group	During the school day
	All students	Integration of Science concepts and content in units of study using project based learning	Whole group	During the school day
Social Studies	All students	Integration of Social Studies concepts and content in units of study using project based learning	Whole group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students mandated counseling services through their IEP.	Scheduled sessions with the guidance counselor	One to one and small group	During the school day.
	Students in need of crisis intervention	Sessions with a guidance counselor	One to one and small group	During the school day.

		on an immediate need basis.		
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10X033 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1062	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.3%	% Attendance Rate		91.2%
% Free Lunch	86.1%	% Reduced Lunch		0.4%
% Limited English Proficient	28.8%	% Students with Disabilities		19.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.3%	% Black or African American		10.0%
% Hispanic or Latino	84.6%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.1%	Mathematics Performance at levels 3 & 4		17.6%
Science Performance at levels 3 & 4 (4th Grade)	75.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X033 School Information Sheet Key

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				N/A
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				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		% Attendance Rate		91.2%
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X033 School Information

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>This year our high quality professional development is connected to using instructional rounds and vertical peer review to help teacher teams acquire best teacher practice on multiple entry points and questioning discussion techniques. Our Network and in-house staff development team will provide professional developments on using questioning and discussion techniques and engaging students in learning.</p> <p>Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and teaching a demo lesson for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by school-based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop using the Fisher and Frey model for mini-lessons (think/ pair/share). We strongly believe in cooperative project based learning, small group instruction and guided reading.</p> <p>Some of our Professional Development Initiatives/topics are:</p> <ul style="list-style-type: none"> • Common Core ELA (Ready –Gen) & Math (Go Math) • Project Based Learning through HDL Horizons • Instructional Rounds • Peer Review Process/Cycle of Inquiry • Collaborative Cycle of Inquiry Process for Data Analysis and Narrowing Students' Learning Gaps • Questioning and Discussion Techniques • The Right Question Institute: Experiencing the Question Formulation Technique-Using the Questioning Protocol • Engaging students learning using Depth Of Knowledge for Project Based Learning. • Passport/Voyager Sopris training • Thinking Maps-A Language of Learning • Charlotte Danielson Framework for Teaching • Text Complexity • Cognitive Demands in Math Tasks • Collaborative lesson Design • Demonstration and Peer Review of Collaborative Lesson Design • Understanding Differentiated Instruction • Data Talk/Analysis/Data Binder

- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrating Science and Social Studies into ELA.
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Ongoing SESIS, ARIS and ATS Training

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, an Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal		X	
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal		X	
Title II, Part A	Federal		X	
Title III, Part A	Federal		X	
Title III, Immigrant	Federal		X	
Tax Levy (FSF)	Local		X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[Timothy Dwight Elementary]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Timothy Dwight Elementary]**, 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC)

[Timothy Dwight Elementary], 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);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Timothy Dwight School	DBN: 10X033
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: We plan on implementing an ELL After-School Enrichment Program. This program is scheduled for Wednesdays and Thursdays two hours a day. This program is set to run from October 1, 2014-April 16, 2015 for 40 sessions. Based on our school data analysis, NYSITELL, NYSESLAT, school student ELL registration, Grade 3, E-class assessments as well as Grades 3, 4 & 5 ELA/Math State Exams, we find that there is a need to support our ELL student's learning and address the needs of the following student population:

- * Students with limited verse of the English Language based on the NYSITELL
- * Students that scored in the beginning/intermediate level in the NYSESLAT on the modalities of reading and writing.
- * Students that scored advanced in the NYSESLAT and high level 2 in the ELA and Math State Test
- * Students that scored a level 1 & 2 in the NYS Math Test.

Each sub-group has a specific program tailored to their needs as follows:

We will have one beginners class consisting of (15-20 students) a mixture of new immigrant students in grades 3, 4, & 5 that are new to this country with little to no formal education. A certified Bilingual teacher will provide instruction in both English and spanish language.

Students with limited English language based on the NYSITELL and our beginners are provided with the following programs:

- * 'Foundations, Wilson language base program' for English language development focusing on Phonological awareness, vocabulary, fluency, sight words, and reading and writing comprehension.
- * ELL proficiency practice program to address English language proficiency standards. Materials used are Continental Press, Finish line for ELL's EPC practice.

Lessons are developed around specific content topic or themes that are grade level and addressed by common core standards.

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

- * Sight words space station game and Phonics bingo
- * Estreilla kit

Students that are intermediate and advanced will be provided with the following programs and materials:

One 2nd grade ESL class with 20 students and a certified ESL teacher. One 3rd grade class consisting of 20 students, one content teacher and a certified ESL push in teacher. One 4th grade class with 20

Part B: Direct Instruction Supplemental Program Information

students, one content teacher and a push in certified ESL teacher. One 5th grade class with 20 students, a content teacher and a push in ESL certified teacher. All classes will be instructed in English.

Materials:

- * Continental's New York ELLS for specific grade level
- * New York Content Reading for ELL's Social Studies /Science Common Core State Standards
- * Finish line for ELLs /Getting Ready for the NYSESLAT, each per grade
- * Big Math Ideas
- * Time for kids/Bingo word game/Sight word games

Part C: Professional Development

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

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

Begin description here: *Based on our school report card, school data analysis, student outcomes and teacher feedback, we will utilize our Title III professional development funding to provide four professional development sessions for our Bilingual/ESL and Content staff for our ELL after-school Enrichment as follows:

* Prof. Development on the Wilson Foundation Program and plan instruction (2/1 hour workshops TBA) first one held in the beginning of the program /2nd workshop held mid year of the program.

Ms. Williams our trained Foundation teacher will provide the service

* Prof. Development to review student data and develop assessments/lesson plans (2/1 hour workshops TBA) first one held on start of program/2nd mid year. Ms. K. Davis, ESL teacher will provide the service

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: We will provide parents with workshops that will give them a clear lens of the assessment process of our immigrant students: The focus will be:

* What are the English language assessments for new comers?

* What is the NYSITELL and NYSESLAT Assessment? How does it impact my child;'s learning? What is

Part D: Parental Engagement Activities

the fundamental process of this assessment tool? How can I help my child become proficient in the English language? (2 hour workshop/ TBA). Assistant principal and parent coordinator will conduct the workshop.

* Common Core Standards: What are they? How do they affect my child's learning? How can I help my child at home? (2 hour workshop/TBA) Bilingual coach, Ms. Roman-Soto and Parent coordinator will conduct the workshop.

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 curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 033
School Name The Timothy Dwight School		

B. Language Allocation Policy Team Composition [i](#) 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 Lynette Santos	Assistant Principal Maria Cruz
Coach Nancy Fuentes	Coach Elizabeth Lluveras
ESL Teacher Esther Weinberg	Guidance Counselor Vilma Pagan
Teacher/Subject Area Jennifer Alvarez/Bil	Parent Doris Rodriquez
Teacher/Subject Area Karl Wassman /ESL	Parent Coordinator Denise Ledesma
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
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	3	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1077	Total number of ELLs	351	ELLs as share of total student population (%)	32.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	85	0	0	65	0	0	0	0	0	150
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	100	0	21	101	0	15	0		2	201

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
Total	185	0	21	166	0	15	0	0	2	351
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	27	31	20	16	28								149
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE														0
TOTAL	27	27	31	20	16	28	0	149						

*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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		7	7	4	13	12								43
Intermediate(I)		40	24	25	18	7								114
Advanced (A)		10	24	29	15	16								94
Total	0	57	55	58	46	35	0	251						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	9	2		41
4	37	8	3		48
5	40	12	1		53
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	6	14	1	1	1			42
4	24	9	14	3	1		2		53
5	37	14	4	1	2				58
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	4	13	2	26	4	4		57
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	2	5	5				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools P.S 33 uses to assess early literacy skills for ELLs are Rigby ELL Assessment Elementary Kit, DRA, running records, school wide bi/weekly, Estrellitas spanish assessment kit and cumulative assessments. The school wide assessments provide detailed information on student's literacy progress. The data from the assessments informs the school of the student's strengths and challenges. It

also provides data to guide differentiation and small group instruction. The Rigby assesses student's Independent Reading Levels, Writing, Listening and Speaking skills, which correlates to the NYSESLAT modalities . After careful review of our ELL Data we determine that 77% of our ELL students reading levels fall below 2-3 grade levels. We also determine that their English writing skills also lack behind the Non-ELL student population. We do however see a 67% increase in our ELL listening and speaking skills. This is due in part to our school program set up which consists of self contained ESL classes and Bilingual classes that increase the learning strategy skill of translanguaging. We will continue to focus on ELL vocabulary development , reading and writing skills utilizing differentiated instruction with use of RTI and approved research resources that will enhance the instructional practices of our staff and ELL student learning.

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

Our ELL Data is as follows:

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

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

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

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

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

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

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

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

N/A

4. For each program, answer the following:

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

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

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

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

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

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

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

N/A

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

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

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

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The parents of students enrolled at P.S 33 complete a Home Language Identification Survey (HLIS) during time of registration. Forms are revised by a trained school official, ESL Certified Teacher and/ or Bilingual/ ESL Supervisor to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the replies on the Home Language Identification Survey specify that a language other English is spoken in the child's home, the LAB-R is administered to the child within ten days of registration. Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing, in their native language, if their child is identified as an English Language Learner (ELL). We also test our incoming kindergarten students with an in house assessment for placement. If student is eligible for ELL services parents are invited to attend an orientation session. This session is conducted in both English and Spanish. They receive information about the programs available at our school and also receive information in regards to ELL programs offered by the DOE. This meeting is conducted twice of month during the months of September, October and November; and throughout the year in an as needed basis by qualified pedagogues. For those parents who missed the orientation, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, and PA President as well as classroom teachers. The results of the identification process for our ELLs determines their entitlement or non-entitlement to our bilingual program. A team of trained personal is engaged in the two step identification process. When a new admit is enrolled in our school a Home Language Identification Survey is administered through an interview process of parent/guardian and student. When the HLIS is administered and if one question of the first page are checked and two questions of the second page is checked, in addition to the informal oral (English/native language) interview of parent/guardian and student, this identifies the student language other than English; the English LAB-R is then administered within the 10 days requirement. If the student does not pass the English LAB-R and his/her home language is Spanish then the Spanish LAB-R is administered in a timely fashion. Should it be determined that the child is an ELL during the intake process he/she is placed in the appropriate bilingual class setting. Based on

the results of these test and the parent selection option during Parent Orientation the student placement is reevaluated

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

After viewing the Chancellor's Orientation Video for Parents of English Language Learners, we provide assistance for parents to complete the application. In order to ensure parents return the programs selected form we reach out by assigning The Family worker, Parent Coordinator, and various school aides to call parents or meet them during the school day or p.m. dismissal. Once parent's program preference is made, the ELL student is placed in one of the three programs mentioned above. The student's level of English proficiency is considered for program placement. As a result of our Data, 53% of our parents select Transitional Bilingual, 44% select ESL, 3.3% non-responsive. To thrive for 100% parent input, our family worker makes house visits.

The results of our data indicate that we maintain bilingual/ ESL programs. We continue to place ELL students in ESL self-contained classes to better provide them with their instructional needs. As parents have expressed an interest in a Dual Language Program, we are currently researching the possibility of creating such a program for incoming Kindergarten students. Since we do not currently offer that program, we provide parents with a list of neighboring schools that do. To ensure that the parents, of our new admits who are ELLs, understand the bilingual program choices that our school offers we provide two formal Parent Orientation Meetings and individual informal meetings throughout the school year as needed. A team of trained personal is engaged in this process. They include the parent coordinator, the bilingual supervisor & AP, the ELL coach, the ESL teacher and members of the school based support team which the assistant principal assigns. In September, as ELL students are being registered we inform parents of the upcoming Parent Orientation Meetings. The structures in place follow: First, during the initial process parents are informed, by the interviewing trained personal, of the up-coming orientation dates in the first week of October. Next, their child receives a formal letter for their parents to attend with the two orientation dates in the first week of October which the ELL coach distributes. An attendance sign in sheet is required and monitored. Then, should a parent not attend the first orientation meeting another letter is sent with follow-up phone calls informing them of the next scheduled date. Parents who attend the meetings are first briefed about the Parent Survey and Program Selection Form and the Parent Orientation Video. They then watch the video, a review proceeds informing them again of the three bilingual program options (TBE, ESL, DL). After such time parents are again informed about the Parent Survey and Program Selection Form; and the TBE & ESL bilingual programs we offer. They are invited to go to the district office for further information regarding the bilingual Dual Language program offered. A question and answer period follows. Parents are then required to complete and submit the Parent Survey and Program Selection forms. Translation during these meetings occurs simultaneously as parents are being informed by the facilitators, the ELL coach and bilingual supervisor, in Spanish.

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

Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing, in their native language, if their child is identified as an English Language Learner (ELL). If student is eligible for ELL services parents are invited to attend an orientation session. This session is conducted in both English and Spanish. They receive information about the programs available at the P.S 33 school building and also receive information in regards to ELL programs offered by the DOE. This meeting is conducted twice of month during the months of September, October and November; and throughout the year in an as needed basis by qualified pedagogues. For those parents who missed the orientation, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, ELL coach and PA President as well as classroom teachers. In regards to our NYSESLAT test results, parents of identified ELL students are notified as follows:

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The followings steps are taken to administer the NYSESLAT:

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Through collaboration with CUNY- New York State Initiative on Emergent Bilingual (NYSIEB) our ELL staff has been trained to

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Transitional Bilingual classes are organized Heterogeneous by grade. We provide a transitional bilingual program for grades K-5, one class per grade. This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Since we have Heterogeneous Bilingual classes, the classroom teacher immediately plan lessons for differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research base materials, Foundations, Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers Utilize the NYSESLAT and LABR test score data to develop class groups that emphasize peer to peer

teaching. The teacher assesses students in both NLA/ESL to monitor progress and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy/skill of the week. Our Bilingual/ESL classes are required to follow the curriculum calendar and incorporate NLA/ESL core standards and methodologies. In order to have our bilingual students retain their native Language skills, we have incorporated a new Bilingual Program for our k-2 bilingual classes. Our teachers are utilizing the “Estrellita Accelerated Beginning Spanish Reading” program. This intense program comes with year long assessments, test and benchmarks for every student. It also incorporates specific time lines that implements the curriculum and monitors students’ progress to ensure that 80% of the students are mastering specific skills in their native language. It also has a huge parent component program that requires parents daily involvement in their child’s learning. The teacher also reviews students’ assessment to plan accordingly. As far as the NLA/ESL instructional component is concerned, teachers decide based on their students’ assessment which subject matter to teach in specific language. They all follow the NYS CR Part 154 Mandated Number of units of support for ELL’s as required. Students are appropriately evaluated in their native language as classroom teachers in the Bilingual classes develop their assessments/test, quizzes etc in the students native language, Spanish. Our bilingual students also are allowed to select the language preference for their writing pieces that go in their student portfolios.

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

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

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

Our newcomers, ELL students, that are here less than 3 years and are required by the NCLB act to take the ELA state exam, after one year are targeted to attend afternoon AIS and our Enrichment ELL after-school program. These small subgroup classes allow students to receive one to one instruction based on their academic needs of improvement. We also provide this service to our ELL’s of (4-6) years. They are placed in classes based on their level of need and grouped accordingly. Students that are in need of reading and writing skills are provided with rigorous instruction that is researched based to improve the reading and writing skills. It incorporates specific ESL methodologies. We have approximately 2% percent of long term (6 years) ELL”s in our school. As our data depict s most of our students reach the proficiency level by the time they reach the upper 4th & 5th Grades.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Transitional Bilingual classes are organized heterogeneous by grade. We provide a Transitional Bilingual program for grades K-5, one class per grade. This program provides academic instruction in the student’s native language (Spanish) along with intensive

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Research Institute for the study of Language in Urban Society to assist us in the best practice of ELL/ESL Bilingual instruction. We have incorporated the use of Bilingual word walls, the methodology of Translanguaging and procedural format and protocol to hold ELL Staff meetings.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are appropriately evaluated in their native language utilizing our school bi-weekly assessments that are translated in their native language in Literacy and math. Teacher also implements running records using Spanish books. Students that are new comers to the school and beginners receive math instruction as well as materials in their native language and are assessed in their native language. In addition all practice assessment materials are provided in Spanish.

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

We have developed a plan as follows for student's needs in each modality.

Reading:

Quality academic one-on-one instructional time with students that will help them develop their linguistic, cognitive and cultural skills. Hands-on or highly interactive activities directly related to increase vocabulary and grammar. (Increase comprehension use of expository prose) AM/PM, AIS programs

Adjust instructional task which will allow students to learn the skills necessary to complete tasks independently.

Increase use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, jigsaw text reading and native language support.

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

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

Writing

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

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

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

Speaking/ Listening

Integrate language and content and infuse socio-cultural awareness.

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

Every classroom has a listening center

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our plans are as follows:

SIFE Student: and New Comers:

Based on our school data, we have identified a large number of newcomers, students that have been enrolled in our school system for less than one year and have had little to no experience in a formal classroom/school setting. This lack of formal education has presented our school with many challenges. These students lack the social skills needed to function in a classroom setting as well as academic knowledge of simple letter sounds, word recognition skills, and basic math skills. They are developmentally below in both academic and social skills. We have developed a "New Beginners Bridge Class" in our school to target these immigrant students to further enhance their

daily instruction as well as social emotional development. We provide these services to our students in a small classroom setting. We utilize a program called, "Foundations", published by 'Wilson Language training corporation'. This program addresses the essential components of reading instruction by implementing all five areas: Phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. They use a multi-sensory teaching approach, sequential and cumulative, motor memory learning, repetition and feedback. We also incorporate Estrellita program to build language development skills in their native language.

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

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

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

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

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

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

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

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

Our school does not have a Bilingual Special Ed. Class but we do have students of ELL-SWD. As mentioned, our school has a school wide curriculum that is implemented in all of our instructional classes. The key is to provide differentiated instruction for all students at risk. Teacher's are given access and or provided with an ELL-SWD's, IEP plan and implement instruction based not only the academic needs of the ELL-SWD student but also their emotional needs. After review of various DATA assessments tools and carefully monitoring student's progress, if students do not show progress, teachers can refer students to our 'Response to Intervention Team', (RTI). This program is designed as a tiered model of service delivery with interventions provided to all students who demonstrate a need for support, regardless of whether or not they have an ELL or disability label. This RTI team includes Bilingual, General Ed and Special Ed. educators who monitor data of students that are not reaching their benchmark. Collaborative educational decisions, based on ongoing school, classroom, and individual student data is reviewed to make adjustments to instruction based on data.

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

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

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

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

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

students in CTT/Sp.Ed, Bil/ESL and general education classes; assigned language para-professionals also provided support.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

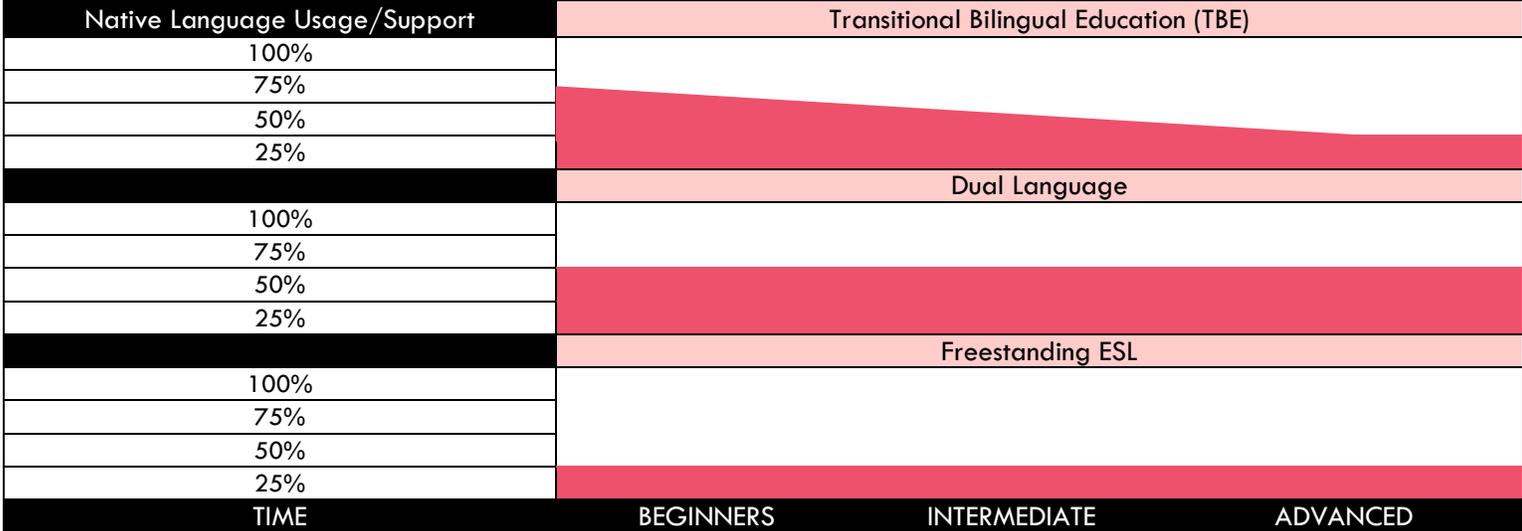
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

N/A

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

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

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

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

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

small group instruction which allows students to work with the I-pads. They will also utilize the I-pads as an assessment tool to monitor student's progress.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Technology, Bilingual Word Walls, Bilingual Dictionaries, Translated materials, Manipulatives, Instructions are provided in both languages (See above descriptors)
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials utilized in our school are research base that include NYS common core/ ESL /ELL curricular in all grade levels that support our ELL student needs. (see above responses for a more detailed description.)
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
New comers Program, Title III Enrichment summer school program for ELLs
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

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

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

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

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

the logistic of the common core learning standards in order to effectively help their children in the academic process.

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

3. Knowledge Transfer:

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

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

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

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

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

E. Additional Information

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

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

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

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

Part VI: LAP Assurances

School Name: <u>The Timothy Dwight School 33</u>			School DBN: <u>10</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynette Santos	Principal		1/1/01
Maria Cruz	Assistant Principal		1/1/01
Denise Ledesma	Parent Coordinator		1/1/01
Esther Weinberg	ESL Teacher		1/1/01

Doris Rodriguez	Parent		1/1/01
Karl Wassman/ESL	Teacher/Subject Area		1/1/01
Jennifer Alvarez/BIL	Teacher/Subject Area		1/1/01
Nancy Fuentes	Coach		1/1/01
Elizabeth Lluveras	Coach		1/1/01
Vilma Pagan	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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